



Colorado State Board of Education

**TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO**

September 13, 2017 Meeting Transcript - PART 1

BE IT REMEMBERED THAT on September 13, 2017,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

Angelika Schroeder (D), Chairman
Joyce Rankin (R), Vice-Chairman
Steven Durham (R)
Valentina (Val) Flores (D)
Jane Goff (D)
Pam Mazanec (R)
Rebecca McClellan (D)



1 UNIDENTIFIED VOICE: Oh. It's ok.

2 MADAM CHAIR: I'd like to call the State Board
3 of Education meeting to order. Welcome to Burlington. Thank
4 you to Burlington for the invitation. We're looking forward
5 to a couple of interesting days. Ms. Cordial, could you
6 please call the roll?

7 MS. CORDIAL: Board member Durham?

8 MR. DURHAM: Here.

9 MS. CORDIAL: Board member Flores?

10 MS. FLORES: Here.

11 MS. CORDIAL: Board member Goff?

12 MS. GOFF: Here.

13 MS. CORDIAL: Board member Mazanec?

14 MS. MAZANEC: Here.

15 MS. CORDIAL: Board member McClelland?

16 MS. MCCLELLAN: Here.

17 MS. CORDIAL: Board member Rankin?

18 MS. RANKIN: Here.

19 MS. CORDIAL: Board member Schroeder?

20 MADAM CHAIR: Here.

21 MADAM CHAIR: Ms. Mazanec, would you lead us
22 please in the Pledge of Allegiance?

23 MS. MAZANEC: Please stand carefully guys.

24 ALL: "I pledge allegiance to the Flag of the
25 United States of America, and to the Republic for which



1 stands, one nation under God, indivisible, with liberty and
2 justice for all."

3 MADAM CHAIR: Thank you. Is there a motion to
4 approve the agenda? Ms. Flores, second to come. So any
5 discussion? Any changes? All in or are there any changes to
6 the agenda? So the next item is the consent agenda. Ms.
7 Ranken, would you be kind enough to read that for us?

8 MS. RANKIN: I move to place the following
9 matters on the consent agenda: 1304, approve Douglas County
10 RE-1 School District's request for waivers on behalf of
11 Parker Core Knowledge Charter School as set forth in the
12 published agenda; 13.05, approve Douglas County RE-1 School
13 District's request for waivers on behalf of Skyview Academy,
14 as set forth in the published agenda; 1306, approve Pueblo's
15 School District Number 60's request for waivers on behalf of
16 Chavez Huerta K-12 Preparatory Academy as set forth in the
17 published agenda; 17.01, regarding disciplinary proceedings
18 concerning a license charge number 2017AC1184, issue an
19 order of summary suspension of the Credential Holders
20 Colorado Professional Teacher license by directing the chair
21 of the state board to sign the order; 1702, regarding
22 disciplinary proceedings concerning a license charge number
23 2017EC1206, issue and order of summary suspension of the
24 Credential Holders Colorado Professional Teacher's License
25 by directing the chair of the state board to sign the order;



1 17.03, approve Colorado Christian University's request for
2 amendments to its alternative educator preparation program
3 as set forth in the published agenda; 17.04, approve Eagle
4 County School District's request for its individualized
5 alternative principal preparation plan for Elizabeth L. Carr
6 as set forth in the published agenda; 17.05, approve the 16
7 initial emergency authorization request, as set forth in the
8 published agenda; 17.06, approve the 2 renewal emergency
9 authorization requests as set forth in the published agenda.
10 This is the end of the consent agenda.

11 MADAM CHAIR: Thank you. That's a proper
12 motion. Do you have a second?

13 UNIDENTIFIED VOICE: I see.

14 MADAM CHAIR: Thank you. Any changes?
15 Misspelled? All in favor?

16 UNIDENTIFIED VOICE: Yes.

17 UNIDENTIFIED VOICE: All right.

18 MADAM CHAIR: The next item is the report from
19 Director Board Relations, Ms. Cordial?

20 MS. CORDIAL: Good morning Madam Chair,
21 members of the board and Commissioner Anthes, and welcome to
22 lovely Burlington, Colorado. Huge thank you to the
23 Burlington Community and Education Center for allowing us to
24 use their facilities for our September State Board Meeting.

25 And thank you, Pam, for making this



1 recommendation and making this all work. For those of you
2 needing to connect to, for Burlington Community Education
3 Center (BCEC) guest wireless. There are two options: there's
4 just an open wireless that you can connect to or they've got
5 a guest wireless that is, you would locate bad capital BAD
6 guest and the password is guest5650, all lowercase. As
7 always, please remember to speak clearly in to your
8 microphones. And if you've turned them off, please remember
9 to turn them back on when you're speaking.

10 In your board packets, you have the events
11 calendar and as a reminder, your retreat is next Wednesday.
12 Also, in your board packets and or available onboard docs
13 are the following materials. For today, Wednesday, September
14 13, item 7.01, you have the 2017 memo regarding the salary
15 survey. A company -- accompanying PowerPoints to
16 PowerPoints. Salary survey report by Mercer Inc. proposed at
17 will sa -- salary schedule and the fiscal year '17-'18
18 annual rates increase and pay plan. Item 10.01, you have a
19 resolution recognizing Lee-Ann M. For 11.01, you have a memo
20 regarding the 2017 Preliminary School and District
21 Performance Framework results in accompanying PowerPoint.
22 For item 13.01, you have a memo regarding Pueblo District
23 60's innovation application request, on behalf of Heroes K8
24 Academy and Besser -- Besser -- Bessemer Academy, there you
25 go, and their supporting materials.



1 For item 13.02, you have a memo regarding the
2 notice of rulemaking for the Colorado School -- School
3 Counselor Corps Grant Program, 1CCR30174, as well as red
4 line and clean copy of the rules. For item 13.03, you have a
5 memo regarding the notice rule making for the administration
6 of wave -- of the waiver of statute, 1CCR30135, a red lining
7 clean copy of the rules and the rules to statute crosswalk.
8 For item 13.04, you have a memo in supporting materials
9 pertaining to Douglas County School District's Charter --
10 Charter School waiver request on behalf of Parker Core
11 Knowledge Charter School. For 13.05, you have Douglas
12 County's Charter School waiver request on behalf of Skyview,
13 their materials.

14 For item 13.06, a memo in supporting
15 materials pertaining to Pueblo District 60's Charter School
16 waiver request on behalf of Chavez Huerta K12 Preparatory
17 Academy. For item 14.01, you have a memo regarding the three
18 research requests for student PII and accompanying
19 PowerPoint. For item 15.01, you have a memo regarding the
20 Every Student Succeeds Act, the ESSA state plan feedback and
21 their accompanying PowerPoint.

22 For item 16.01, you have the proposed 2018
23 state board meeting dates. Item 17.03, a memo regarding
24 Colorado Christian University's request to amend their
25 alternative educator prep program and their supporting



1 documents for that amendment. For item 17.04, you have a
2 memo regarding Eagle County's request for individual
3 alternative principal prep program. For item fifth -- 17.05,
4 you have a memo regarding the 16 initial emergency
5 authorization requests. 17.06, a memo regarding the 2
6 renewal emergency authorization requests. And 18.01, a copy
7 of the repealed rules regarding parental notification upon
8 an arrest made or charges brought against the school
9 employee. Materials for Thursday, September 14: Item 3.01,
10 you have a memo regarding the graduation guidelines update
11 and accompanying memo.

12 A memo regarding the Commissioner's Rural
13 Education Council update and accompanying PowerPoint. For
14 item 6.01, a memo regarding the state of the state for
15 Colorado English Learners and accompanying PowerPoint. Item
16 8.01, a memo regarding the standards review and revision
17 process accompanying PowerPoint in some of their sample
18 documents. And for item 9.01, you have a memo regarding the
19 notice of rulemaking for the rules for the administration of
20 teacher grants for Computer Science Education Program,
21 1CCR301100, their accompanying PowerPoint and a red line
22 copy of the rules and rules to statute crosswalk. That
23 concludes my report.

24 MADAM CHAIR: Thank you. Any questions folks?
25 Alright, let's move on to our next item which is the salary



1 survey report. If colleagues feel comfortable, we can vote
2 on this item today.

3 It's been in the hopper for a long time and
4 the sooner that we approve this, the sooner staff can begin
5 to implement this. If we don't vote on today, hopefully we
6 can at least give staff some direction. So before we begin
7 discussion, is there a motion on the table please? For this
8 item. Board member McClellan?

9 MS. MCCLELLAN: I move to approve the
10 recommended salary schedule and implementation plan as
11 presented by Mercer Incorporated.

12 Ms. MADAM CHAIR: Gives. Do we have a second?

13 UNIDENTIFIED VOICE: I second that.

14 Ms. MADAM CHAIR: Thank you. Commissioner
15 staff prepared, you provided an overview?

16 COMMISSIONER: Thank you, Madam Chair. I'm
17 going to turn this over to Leanne Emm, Deputy Commissioner,
18 and this is a point of privilege. This is Miss Emm's last
19 board presentation in front of you so thank you for your
20 incredible service to the state and the board, and I know
21 we'll get to give you more thanks a little bit later but
22 Leanne is going to introduce this topic and Mr. Kamish from
23 the Mercer Incorporated. I probably got your name wrong so I
24 apologize.

25 MS. EMM: I'll introduce him again. Thank you,



1 Leanne Emm, Deputy Commissioner school finance and
2 operations. Good morning Madam Chair and members of the
3 board.

4 During the joint budget committee briefings
5 and hearings late last year and into the legislative
6 session, questions were raised by the staff and committee
7 members about our at will employees including our salary
8 schedules.

9 First, we went through the review of all of
10 our positions with the assistance of the Attorney General's
11 office. The legislature subsequently passed House Bill
12 171359 that allowed some of our staff to remain at will and
13 not have any disruption to their employment status. Last
14 month, you went through the process of declaring positions
15 as at will in line with the statutes via two listings: one
16 for at will staff and one for incumbents, holding those
17 positions that when vacated will become classified.

18 Now, we were on the next steps. Per CRS 22-2-
19 107, the state board is required to adopt a salary schedule
20 within appropriations. The board approved a salary schedule
21 in 2006 which was subsequently updated in 2011, which may or
22 may not have been discussed with some members of the board
23 at that time.

24 The current leadership staff is not aware of
25 any discussions that has been operating from that 2011



1 schedule. Given that we do not know how the current salary
2 schedule was developed, the questions raised by the
3 legislature. In your task of approving a salary schedule, we
4 felt that engaging a company that specializes in analyzing
5 employee compensation and market conditions across various
6 industries would allow the board to receive a proposed
7 salary schedule based upon a competitive market analysis.

8 I'm pleased with the results and after you
9 hear the presentation I hope you will be too. There is lots
10 of information in the report that can be used to provide a
11 fair and transparent compensation structure along with the
12 ideas of how to maintain and administer the schedule moving
13 forward. Today, we will go through a high level summary of
14 the report, provide you with a proposed at will salary
15 schedule, provide information about the implementation of
16 salary increased -- increases based on the legislative
17 appropriation for this year, and talk briefly about what the
18 analysis showed for our leave policies.

19 I'd like to thank you all again for your
20 support and patience with this process. It has been -- it
21 has been a process and I thank you. We were on an extremely
22 compressed timeline when it comes to this type of work, and
23 I really want to extend my thanks to the Mercer company and
24 their staff for meeting our deadlines and delivering the
25 results for your meeting today. I realize that you all have



1 not had as much time as you normally would to review all of
2 the materials in your -- with your information and for that
3 I do apologize.

4 I'm hopeful that many of your questions will
5 be answered through the presentation and that you feel
6 appropriately informed as you consider the information. With
7 me today is Mr. Ron Kimack (ph) from the Mercer company. He
8 is a senior principal in Mercer's San Francisco career
9 practice. He has over 20 years of consulting experience
10 helping organizations define, design and implement reward
11 strategies including base salary and variable compensation
12 to attract and retain employees.

13 He has worked with a wide variety of clients
14 including those in healthcare, education, technology, food
15 and beverage, manufacturing, financial services for profit,
16 nonprofit and both private and public sectors. Ron holds a
17 master's degree from Northwestern University in management
18 policy and marketing and a bachelors from the University of
19 California Berkeley in econometrics and public policy.

20 He is a member of the World of Work and holds
21 a certified compensation professional designation. He has
22 also served on the teaching faculty at the University of
23 California. Ron has been instrumental along with his project
24 manager L. Shing to ensure that you would receive this
25 presentation on the work that we have done over the past



1 several months.

2 MALE SPEAKER: Thank you. Very kind
3 introduction. It's -- wow! Is that all true? On behalf of
4 all of us at Mercer, Miss Chair, members of the committee,
5 Leanne and her staff, we thank you for the opportunity to be
6 invited in and to learn so much about the organization and
7 to help get to a place that is both fair for the employees
8 and fiscally responsible for the state. That's always our
9 guiding principle.

10 We're -- we don't recommend things that
11 cannot be done because that's frustrating for you and it's
12 frustrating for the employees. I'm going to quickly go
13 through the process and overview. I want to make sure that
14 we're all on the same starting line. There's a lot of
15 material as Leanne said. There probably isn't a question you
16 could ask that won't be able to be answered by the materials
17 or by me.

18 Please ask any questions you like in the
19 course of this. I don't like hearing myself talk so I'd
20 rather listen and answer questions. Want to set out first
21 the goals of the project because that's how we ran our work.
22 That's how my colleagues ran the project. The very first
23 thing that we do in studies of this type, especially when it
24 involves competitive pay in a marketplace, is understand the
25 jobs, and that is not as easy as it sounds because everybody



1 has their own idea of what their job is. Some people think
2 it's cancer curing.

3 Some folks think it's taking out the garbage.
4 We asked every employee at CDE to fill out a questionnaire
5 describing their job. That's the basis for which we did our
6 analysis of the jobs, their levels, their contribution
7 levels that is, and the marketplace. Those two things
8 together were really the long end of this project because we
9 cannot understand the market without first understanding the
10 jobs.

11 And we can't understand jobs without asking
12 the employees what they do. So a credit too, also, to CDE
13 employees for filling out the questionnaire. It's not
14 inconsequential. It is serious work, and they did it
15 quickly, and they did it fairly and very well. Once we
16 understood those jobs and wrote what we call normative job
17 descriptions, we looked at outliers, and there's analysis in
18 here about what makes an outlier.

19 Again, somebody thinks they're in a senior
20 consultant role, but they really do in principal consultant
21 work, and the reverse is also true. Our colleagues in the
22 Los Angeles office conducted a custom salary survey. So
23 firms like Mercer have a lot of data available. We collect
24 job data for hundreds of thousands of people, in thousands
25 and thousands of companies around the globe. We have that



1 data. We don't have specific data from your direct
2 competitor organizations.

3 So Leanne and her staff helped identify who
4 is like CDE. I mean, who your customers are essentially. And
5 let's ask them if they have similar roles to CDE style jobs,
6 and what they pay them. That is a custom salary survey.
7 Again, because we had a very compressed timeline. We did
8 this very quickly.

9 We got great response for the business and
10 the results are included here. You could see by job, which
11 organization matched, and what their particular salaries
12 were for regional roads. We combine that data with our
13 market data, our vast stores and market data, to produce
14 competitive ranges of pay for the jobs, the CDE jobs that we
15 identified back in the step one and two with the
16 questionnaire, understanding the work that people do. We
17 created a consensus market value and I stress, you cannot
18 get all the data to dance on the head of pin. These are
19 ranges of pay.

20 Not every incumbent in a classification is
21 going to be paid at that market value. Experience,
22 performance, tenure, all those things factor into how
23 individuals are paid in a range in the market. The salary
24 structure that you're being asked to approve is a range of
25 pay. And we'll take you through how that was developed, and



1 the cost to implement it which given the work that we did is
2 surprisingly low, very economically sound structure, we
3 believe, because of the cost of that.

4 Other elements of our work was a leave
5 accruals analysis. Our colleagues in Dallas and our benefits
6 practice looked deeply into our stores of data as well as
7 the comparative organizations to identify vacation, tenure
8 pay, sick leave, all the types of leaves that folks in your
9 sector accrue and use. Another factor in compensation, and
10 I'll just say one more thing.

11 Pay is just one element of what we call
12 rewards. So in Mercer, it's called the career business. It's
13 really everything to do with how people are rewarded for the
14 work that they do. Now, you can adopt that vocabulary.

15 You can call your pay a reward for what you
16 do. But a salary, any incentive compensation, the benefits
17 you receive from your employer, any perquisites that you
18 receive, retirement components, all of that is part of the
19 reward package. Different folks have different values on
20 what they value and what they think of a reward package.

21 The private sector, quite a bit different
22 from the public sector. But folks make trade-offs all the
23 time. The market data reflects those trade-offs. We take it.
24 We make a consensus judgment based on your comparative
25 organizations, our market data, and develop a salary



1 structure. We did not create a total remuneration value for
2 the value that benefits, the value of the cash, the value of
3 the time off.

4 We did not do that. So consider this is one
5 element of the rewards that CDE employees receive for their
6 efforts working for the state. The timeline is on page 5. It
7 fit on one page, which was a result of its compressed
8 timeline. Each of the -- each of the steps I describe are
9 listed here. So each heading has a -- a similar match in the
10 report.

11 You can follow along that way. I'm going to
12 spend as much time as you like on the executive summary.
13 Part, we're going through the methodology that we just
14 discussed and some highlight results. Please ask questions.
15 We can flip back to appendices to see specific data,
16 specific results, specific mix -- specific methodologies,
17 but the executive summary contains the steps, the results,
18 the recommendation, as a -- as we designed it.

19 When we look at work, so this is page 7 now,
20 these normative job descriptions that we wrote for CDE, we
21 measured them. Now, work measurement or job evaluation is
22 another component of the work that firms like mine do. There
23 is a deep detailed explanation of Mercer's methodology of
24 measuring work, but essentially, there's three components.

25 Jobs exist to get something done. My job, his



1 job, your job. That's why employers pay jobs to get
2 something done. To get that something done, jobs need to
3 have a level of knowledge. They either learn it. They
4 acquire it. They -- they get it through experience. Level of
5 knowledge is an element of job measurement. Jobs also have
6 to solve the problems.

7 Sometimes, the problems are right in front of
8 you. I know exactly how to do that. Other times, jobs take a
9 lot of thinking, and planning, and research to solve the
10 problems. Those three elements describe any job in the
11 world. You gotta get something done. You are through a
12 knowledge and you solve problems.

13 That's the essence to what we call IPE, the
14 International Position Evaluation system. A-Group calls that
15 the guide charts. Watson Wyatt calls it global grading.
16 Under the hood, those three components are pretty universal.
17 We measure the work. We look at survey data for those
18 measured jobs, base salary, and what we call TCC, Total Cash
19 Compensation.

20 Some jobs in the public sector receive
21 incentive pay, bonuses if you will. Not every job, but there
22 is a difference between your base salary and what you get at
23 the end of the year. Those two components together, base
24 salary plus incentive are called TCC. We look at percentile
25 data. You'll see in this report, the 25th, the 50th, and the



1 75th percentile.

2 Also, at first quartile, median and third
3 quartile, if you will. It's a statistical measurement of the
4 array of data around a particular market value, and it's a -
5 - we use the median. The average is fascinating, but it also
6 throws things off.

7 The 25th percentile as the first quartile and
8 the 75th percentile was the third quartile. Most often our
9 clients want to be in that interquartile range. They are
10 targeting the median of the market. But like we said, not
11 anybody has paid at the median.

12 Some folks are below, some are at above. Your
13 budget target, as you'll see by the design salary structure,
14 is built around the consensus market. What you expect to pay
15 for work and what people expect to receive value for doing
16 that work. You can pay over the market. Many clients choose
17 to do that.

18 Folks with good experience should command
19 more than the market value. You could pay less than the
20 market. You might not be able to keep the right people
21 because they know what their market value is and so did you.
22 So target the median, plus or minus 15 percent.

23 When we look at market data, that's a pretty
24 good hit rate. You're not going to get it right on, but that
25 interquartile range was just described as plus or minus



1 about 13 percent around median. That's your range target.
2 That's the theory of how we do market data analysis. Okay so
3 far?

4 Page 8 describes the findings for CDE's base
5 salary and total cash compensation position in the market.
6 The salary is the first three boxes. Total cash is the final
7 three boxes. You are within six percent of the median of the
8 market, of the jobs that we studied, the market data that we
9 looked at, you're within six percent of the market.

10 And we saw that, and we had to check because
11 that is very rare. That clients are activated at their
12 compensation strategy right where they should be in the
13 market. So congratulations to Leanne and her staff, and
14 everybody who contributes.

15 It was a great result, and it made our jobs
16 pretty straightforward because we knew when we redesigned
17 the structure, looking at the tweaks and ticks and ties, it
18 was not going to be an economically burdensome cost to
19 implement something that has more stickiness, more long term
20 reliability when you're four percent of the market.

21 And you'll see it's a fairly low figure. And
22 you don't even have to adopt that whole figure. Now, it
23 becomes granular after that. You count the people and
24 identify those individuals based on their performance and
25 tenure. Do we move them or not?



1 So it's a -- it's a -- it's a notional
2 number. On -- on page 9 is how we develop salary schedules
3 and structures. So little more theory. You will see in the
4 next slide or two, how the current CDE salary structure
5 compares to a designed salary structure.

6 And it's not unusual. Over the course of
7 time, salary structures change, jobs move around. Without
8 regular hygiene, salary structures can become a little bit
9 twitchy and -- and squeezed off. General, that -- that's a
10 technical term by the way.

11 UNIDENTIFIED VOICE: Excused?

12 MALE SPEAKER: You can use that, if you like.
13 Excused off, yeah.

14 UNIDENTIFIED VOICE: Excused.

15 UNIDENTIFIED VOICE: Variance is probably a
16 more (indiscernible).

17 UNIDENTIFIED VOICE: Yes.

18 UNIDENTIFIED VOICE: Generally, and what we
19 would call best practice, you may have heard that term float
20 around. Salary structures are built fairly regularly with a
21 vertical spread and a horizontal spread that is fairly
22 consistent.

23 The reason for that is it tracks those three
24 components of work I discussed before. You can see a
25 difference in the next grade in the application of



1 knowledge, the ability to solve problems, and at the way job
2 gets results. It's a very standard progression and it shows
3 up in the market data all the time.

4 I'll give you one example of a difference,
5 and this is a way that work measurement is done but it also
6 applies in real life. When you're driving back to Denver,
7 and you're driving at 80, like I was driving at 80, slow
8 down a little a bit. So drive it, say 55 miles an hour,
9 which is the speed limit that we drive out in California.
10 And then speed up a little bit, speed up to 57 or 60 miles
11 an hour. You won't feel a difference. You won't feel you're
12 going any faster.

13 When you go from 55 to 65, you will feel a
14 difference. That percent difference, there's case studies
15 and physics around us, is what you feel as a noticeable
16 change. When we look at jobs and we measure work, and we
17 looked at CDE's jobs, we said what's the difference? How do
18 we know it's a consultant or a senior consultant or a super
19 senior or a principal or an assistant?

20 We looked for noticeable differences. Did the
21 jobs value change? Is it using appreciably more knowledge or
22 solving a different kind of problem? It's the same analysis
23 and regular life. Here's one more example: hold two things
24 in your hand. Say, well, this thing, this cup of water feels
25 heavier than this lid, right?



1 If it's just a little bit heavier, I'd submit
2 to you that's a noticeable difference, and the noticeable
3 difference that you're going to feel is about four pounds.
4 That's the scientific measurement of difference in weight.

5 So more theory about this, that the short
6 story is, the structure we design has a regular increase in
7 midpoint or grade to reflect the different values of the
8 jobs that we measured and the range in which you administer
9 pay in those grades is consistent with how the market sees
10 the value of those jobs. That range width is 50 percent, 50
11 percent from the bottom to the top or stated differently, 20
12 percent from the middle to the bottom 20 percent from middle
13 to top.

14 That's a classic salary range design. That's
15 how we started. It could change. Some organizations with
16 large numbers of hourly population, say a manufacturing
17 organization, has a narrower range at the bottom of their
18 structure. They really can't measure that much difference.
19 It doesn't need to be 50 percent wide to measure pushing
20 buttons or I've seen a bullet factory making bullets, but
21 the higher you go into range, the more skilled the jobs
22 become, the more you'll need to have a range in which to
23 determine variable performance and where the individual,
24 sorry, fits in that range of pay.

25 So that's your two minute salary structure



1 design story. Okay, so far? The two salary structures you
2 see on page 10; the current CDE structure at the top and the
3 proposed structure at the bottom, fit the story I was just
4 telling. The level progression, look to the far right hand
5 side, salute, the far right hand side there, of the top box,
6 the progression from level to level to level is not
7 consistent.

8 And that happens in the coil, jobs change,
9 people get promoted, so it's not consistent. We looked at
10 the market data, looked at the same progression, in the same
11 column, in the bottom table. A little more consistent,
12 reliable progression from level to level to level based on
13 the market data.

14 I suggested that the range is 50 percent
15 wide. Well, currently, CDE's ranges are 45 percent, 22
16 percent, 35 percent, again, not consistent. I suggested a
17 second ago that a classic ranges 50 percent wide. We made
18 them a little bit wider for CDE to reflect the professional
19 level of the roles and also to reduce the cost of
20 implementation. You want people to be in the range. You
21 don't want people below the minimum of the range.

22 You don't want any people about the top of
23 the range. A 55 percent wide range makes it easier to get
24 folks up to minimum, the few folks that they are. Now, it
25 could change but our best design, based on the market data



1 and the fiduciary responsibilities you have, 55 percent. So
2 that bottom structure is the one that you'll be asked to
3 approve.

4 And there's more detail about who's in each
5 level, the measurement that each one of those levels of
6 work, and the total cost by level to move people up to the
7 minimum of the range. Our colleagues in our benefits
8 practice on page 11, did work on leave accruals and leave
9 policies in your sector. Most of our clients are moving to a
10 paid time off bank, just a group of days or hours.

11 The education systems mainly have stayed with
12 sick leave and vacation plans. Same number of days, its
13 administration that's private sector companies find it
14 easier to say, "Well, here's your 15 days a year. Do
15 whatever you want. We've had a couple of clients at the
16 executive level, say, we're not even going to count vacation
17 anymore.

18 We're not going to bother administratively
19 figuring out CFO. If you've taken three days, five days, 10
20 days, don't matter. We want you to take consecutive time
21 off. Please, take two weeks. But if you decide to work an
22 entire week and then take five off, just get your work done.

23 So there's a change in the culture of
24 organizations to how we work, and at the executive level
25 with more trust because you also reserve the hammer for



1 those that don't do their work very well. So that's always
2 an -- always an alternative.

3 The summary here of a -- of leave accruals
4 for the state -- for CDE is -- it's pretty fair. Very
5 competitive. We are recommending massive changes, if any, to
6 you currently approved program. So separate study by our
7 colleagues in Dallas. So I've mentioned our colleagues in
8 Dallas, our colleagues in Los Angeles. I'm fortunate to
9 stand on the shoulders of giants. I get to be here to talk
10 about their good work. So I -- I feel very fortunate to work
11 for Mercer in that regard.

12 MALE SPEAKER: That covers the executive
13 summary, the methodology, the findings, results, the
14 recommendation that we're making. I'm happy to take
15 questions to go through any details about measuring work,
16 the market studies. Any questions you have.

17 MADAM CHAIR: Thank you very much. Colleagues.
18 Board member McClellan.

19 MS. MCCLELLAN: Thank you so much. This
20 answered questions that I had when I was looking at the
21 changes to particularly the deputy commissioner position.
22 And I noticed that it looked like someone who was just
23 entering that level would have kind of taken a bit of a hit.
24 But when you explain that you're widening the parameters to
25 make sure that everybody fits inside them and widening that



1 variation to 55 percent, that made a lot more sense to me
2 and I think I understand that.

3 How important -- because it's on here, I'm
4 trusting that it's important that we understand the function
5 of current level progression. And I saw that that went from
6 29 percent for that position for example to 17 percent.

7 I didn't have a great grasp of exactly what
8 that indicates. It's the last box on the right current level
9 progression. And I apologize if you went over it and it went
10 right by me. On page 10 in the charts on the very far right,
11 there's current level progression and I just wasn't quite
12 sure what -- what that meant where it went from 29 for
13 example to 17 percent, for example, deputy commissioner. I
14 didn't have a firm grasp of what that meant and I apologize
15 if that's just me.

16 MALE SPEAKER: I know. I didn't say anything
17 about that. So, we combined ranges for the executive
18 director and the assistant commissioner. That's the level
19 before that. We created a separate range for the associate
20 commissioner job that wasn't there before. That's why the
21 leap is so great.

22 MS. MCCLELLAN: So that we're -- we're
23 comparing from going from progre -- from position to
24 position, not going from range to range within the position.

25 MALE SPEAKER: Correct.



1 MS. MCCLELLAN: Okay. Got it. Thank you very
2 much.

3 MALE SPEAKER: So, verdict.

4 MS. MCCLELLAN: Thank you so much.

5 UNIDENTIFIED VOICE: Madam Chair.

6 MADAM CHAIR: Yes.

7 UNIDENTIFIED VOICE: One thing, I -- I took
8 some time studying this also to understand how this was
9 working. And once I understood that everything was pegged
10 off of midpoint, that the spread is -- if you look at the
11 midpoint and the progression from like a consultant to a
12 senior consultant, that's 15 percent. And then the next
13 level up is that 15 percent and then the spread between the
14 midpoint from the bottom of the range to the top of the
15 range is 50 percent.

16 So that as you bring people in depending on
17 their skill level, their knowledge, what Ron was talking
18 about, those types of things, you have the ability to place
19 people in to appropriate areas. And one of the things that
20 was very helpful to me was to understand where those are
21 pegged from.

22 MALE SPEAKER: If I could call your attention
23 to page 24, it's in the implementation section. Appendix C -
24 - Section 5 Appendix C, page 24. It's on the screen too.
25 That stair step approach is a good visualization of how



1 ranges work.

2 There's overlap so you could move folks up
3 and they could still be in the higher part of the range
4 below, or the lower part of the range above and you're still
5 targeting the middle. But based on experience and
6 performance, it might take the individual a little while to
7 get there.

8 There is detail on what we just described on
9 page 19. So if we back up a little bit, I'll put a legend
10 around each element of our work. So number one is the
11 executive director and assistant commissioner ranges where
12 we combine them.

13 When we did the job analysis, we couldn't see
14 much of a noticeable difference between the roles of those
15 two jobs, and the market back that. So well, they pay the
16 same. So, we could have a separate conversation, if you
17 like, about what is an executive director, what is an
18 assistant commissioner. I'll tell you that the director
19 level in the world of work has- has grown quite a bit.

20 There's, you know, you go -- you go up from
21 manager, typically, will be a director. All right. Well, but
22 what's after that?

23 Well, Vice President or Commissioner of
24 course or some other executive level. Well, some
25 organizations don't want to get people up to that executive



1 level so they create another level; senior director,
2 executive director, just call them a director and pay them
3 more in the existing range.

4 So titles are a separate conversation. Happy
5 to have it. What does an executive director do for the
6 organization? Is a job called that and there still could be?
7 But the market isn't seeing much of a pay difference in
8 value between the executive director and the assistant
9 commissioner jobs.

10 MADAM CHAIR: Director of programs.

11 MALE SPEAKER: Sorry?

12 MADAM CHAIR: Director of programs.

13 MALE SPEAKER: Director of programs.

14 MADAM CHAIR: Where would that be?

15 MALE SPEAKER: Well, okay, what kind of
16 programs?

17 MADAM CHAIR: Educational, curriculum, that's
18 not -- that's not a CDE.

19 UNIDENTIFIED VOICE: We don't do curriculum.
20 That's the district-.

21 MADAM CHAIR: We do have curriculum.

22 MALE SPEAKER: Well, so there -- there's a
23 director and there are different types of director work.
24 There's program director, there's project director, there's
25 systems director, and those could all be variations of the



1 director title and they're applying their knowledge.

2 Let's assume for a second they're applying
3 the same knowledge base in slightly different ways. Does
4 that, in your minds, make a difference in internal value
5 enough to change its pay? That's the job analysis. And
6 that's depending on needs, depending on the individual also.
7 Some of these titles are individually driven.

8 That you don't want to lose that person but
9 there's really no room in the executive levels. Let's make
10 it an executive director instead. And titles mean something
11 different. So, all of those considerations go into leveling
12 these issues.

13 UNIDENTIFIED VOICE: Thank you.

14 MADAM CHAIR: Board member Rankin.

15 MS. RANKIN: On page 10, the one we were just
16 looking at with the salary structure, executive summary,
17 market data. Are these based on the competitors?

18 MALE SPEAKER: Yes. Competitors and our own
19 market data.

20 MS. RANKIN: Okay. So, your own market data,
21 is that in the education field, or is that in the free
22 market?

23 MALE SPEAKER: Both. Weak -- we used our -- we
24 used our whole database and we took a slice of not for
25 profit and education organizations, that submit data to our



1 database.

2 MS. RANKIN: Okay.

3 MALE SPEAKER: The other value of the measure
4 methodology is if we look at level 47 in our salary
5 structure, that content level is consistent across every
6 survey that we do. So we're fairly- what's fairly reliable
7 that a level 47, the pay for a level 47 is going to be
8 consistent for its knowledge skills (indiscernible).

9 MS. RANKIN: So, how many states are included
10 in your -- I mean, I don't mean specific is it one or is it
11 40? I mean, you have idea?

12 MALE SPEAKER: I don't remember the
13 participant list. There's at least, I'll say 15 states
14 that's in the data.

15 UNIDENTIFIED VOICE: Okay, that -- that's --
16 that's fair enough.

17 MALE SPEAKER: A -- an -- and plenty of other
18 not for profit organizations that pay at the same style.

19 UNIDENTIFIED VOICE: Do we wait the
20 competitors that you used for some of the information here
21 from our state, i.e. school districts. Are they waited more
22 heavily?

23 MALE SPEAKER: In this case, no.

24 UNIDENTIFIED VOICE: Okay, you answered that.

25 And then I have one more question. You talk about a range of



1 salary and even though increment- incrementally goes up,
2 there is a difference in the knowledge base of the people at
3 that next level.

4 MALE SPEAKER: Correct.

5 UNIDENTIFIED VOICE: You captured the
6 definition of what each one of these jobs is, is, have you
7 captured or can you define the definition and job
8 description of that next incremental level, whether it's
9 experience.

10 I mean, in other words, why this person
11 because they have five more years is getting higher and, and
12 were that in a job description or is that more personal to
13 the person?

14 MALE SPEAKER: So, I would say this,
15 organizations have in range movement guidelines that they
16 adhere to. Most organizations would do that first and in
17 range movement before saying you're now promoted to the
18 principal level.

19 UNIDENTIFIED VOICE: You answer- you answered
20 my question. Yeah. Thank you. And then one more thing, did
21 you capture all of the job descriptions that the people in
22 the jobs now sent to you to define what they were doing as a
23 job description? Ms. Emm that we will use at CDE.

24 UNIDENTIFIED VOICE: Thank you. This is going
25 to be one of the things that will really help CDE move



1 forward. We obtained 354 responses for the questionnaires
2 that individuals responded to questions about their impact
3 of work.

4 There's a whole section back here on,
5 starting on page 31 that talks about the, the impact, the
6 communications, the problem solving, all of those kind of
7 things. And so, what Mercer did it took all of those
8 responses and developed a normative job descriptions, so
9 that we can very clearly see what is the difference between
10 a consultant versus a senior consultant and things like
11 that.

12 So that as an organization, moving forward
13 people will be able to take those and then use those as a
14 baseline and then add in the specific duties that are going
15 to be associated with that, so that it's transparent for
16 folks to be able to see where they're placed, what does it
17 take to get up to the next level. And as a byproduct also,
18 we understand that the Department of Personnel
19 Administration has just recently passed rules around how
20 people can move within ranges, which will be good for us to
21 take a look at and implement something like that.

22 Th -- the last, the last thing that I would
23 like to mention in that regard is in, on page 25, there is a
24 zone based approach here to talk with about developing
25 zones. So people who are in the developing stage of their



1 knowledge base with CDE and that the market zone where we
2 would like to target people but then as they obtain more
3 knowledge and they get better at their positions and things
4 like that or maybe somebody comes in that is just an
5 incredible, you know, they've got tons of experience, then
6 maybe they belong in the premium zone type space but it's
7 all within those, those ranges.

8 UNIDENTIFIED VOICE: Is that, is that allowing
9 us to look at these jobs differently? Are some of these jobs
10 des -- job descriptions going to change because of this
11 study?

12 UNIDENTIFIED VOICE: So, so the, I think --
13 thank you. That's a, that is a very hard question and that
14 becomes part of the implementation. What we have seen is
15 that Ron talked about having outliers.

16 So when, when they took all of the responses,
17 the 394 responses and lined people up within these normative
18 job descriptions, we did- they determined that there was 18
19 outliers, 18 individuals that may need to be looked at to
20 say do -- should they belong in this range? Should they
21 belong in this job, family or should they belong over here,
22 18 people. That's not too bad. That's not too bad.

23 UNIDENTIFIED VOICE: But do we -- then do we
24 have when we have something like that, can we rectify it?

25 UNIDENTIFIED VOICE: I believe we can and that



1 will be ongoing communications --

2 UNIDENTIFIED VOICE: Okay.

3 UNIDENTIFIED VOICE: -- with the managers and
4 the supervisors to say. And, and I'll just, I'll just make
5 up a, I'll just make something up that maybe I am currently
6 a senior consultant but maybe I think that my impact is
7 huge.

8 And so therefore, I was identified as
9 potentially an outlier. But then when we meet with the
10 supervisor and things like that, maybe it's we should talk
11 about that and, and see what that really means. Should they
12 be moved up or is there an expectation or an understanding
13 that they may be not understanding their role as much as
14 they should?

15 UNIDENTIFIED VOICE: Thank you.

16 UNIDENTIFIED VOICE: So it will be a, it will
17 be a good thing moving forward to be able to really explain
18 here's what this position with this type of job family does
19 versus this one, we've been lacking that.

20 UNIDENTIFIED VOICE: Thank you.

21 UNIDENTIFIED VOICE: Thank you.

22 MADAM CHAIR: So, I have questions
23 particularly around this salary schedule, which is I'm
24 trying to get a sense for there, whether there is sort of a
25 natu -- natural progression of positions. And if so, so if



1 you have someone who is, I think you -- the example you just
2 used was senior consultant?

3 UNIDENTIFIED VOICE: Uh-huh.

4 MADAM CHAIR: Is there sort of an -- an
5 expected progression to becoming a principal consultant? And
6 then if so, if you're a senior consultant then you're, let's
7 say you're at the midpoint and you're promoted, you're
8 promoted because there's an opening.

9 I guess that's usually how this happens. And
10 at that point you're probably in the developing zone. Would
11 you end up having a cut in pay because of the way this is
12 done especially if you've been in a at certain level at a
13 certain position?

14 I mean, there's a -- to some extent it seems
15 to me that I'm looking at this like federal pay grades and I
16 know that's not what this is, this is at will employment.
17 But in looking at the schedule, I'm kind of wondering how
18 you move up if you're appoa- if you're somewhere between
19 the midpoint and the maximum and then you're promoted and
20 you become sort of a developing --

21 UNIDENTIFIED VOICE: Uh-huh.

22 UNIDENTIFIED VOICE: -- person. How do you see
23 that?

24 UNIDENTIFIED VOICE: Thank you. Do you want to
25 have?



1 MALE SPEAKER: Le -- let's take an example.
2 So, let's go to page 19, which is the proposed salary
3 schedule, and let's look at that senior consultant. So we're
4 suggesting, and I'll just use a round figure here, that the
5 senior consultant market value is \$70,000, 69-5.

6 UNIDENTIFIED VOICE: Midpoint.

7 MALE SPEAKER: That's where CDE desires to pay
8 because that's the market value for the knowledge, skills,
9 abilities to do that job as described in that job
10 description, \$70,000. And great, you hire Ron Kimack,
11 \$70,000 and I do my job and I get good performance reviews
12 and I do this for a period of years. So, if I start at
13 \$70,000 and I get good performance reviews, every year I'm
14 going to get a raise, maybe three or 4 percent depending if
15 there's budget available. No, or zero.

16 MADAM CHAIR: So -- somewhere between those
17 two.

18 MALE SPEAKER: Okay.

19 UNIDENTIFIED VOICE: Cool, a (indiscernible)
20 state.

21 MALE SPEAKER: So, let's say over the course
22 of three years, I've been a pretty good senior consultant
23 and my pay has risen to \$75,000. Wow! Yeah, I got, I got
24 raises, I -- I'm appreciated here, I like the culture, I
25 like my work and I'm being rewarded fairly for being a



1 senior consultant. Said, "Oh, Ron you're doing such a good
2 job, we're going to make you a principal consultant." Wow.
3 Okay. Thanks very much. That's great. What happens next?
4 Well, you're going to get a promotion. Now, promotions
5 usually come with an increase. Let's say for the sake of
6 this conversation it's 10 percent increase. So, I've gone
7 from \$75,000 to \$82,000 in my principal consultant new job.
8 Where is \$82,000 in the range of principal consultant?

9 MADAM CHAIR: Above mid.

10 MALE SPEAKER: Well, it's somewhere between 62
11 and 97.

12 UNIDENTIFIED VOICE: What's above the mid?

13 MALE SPEAKER: The lower the midpoint. So,
14 maybe it's not a full 10 percent increase, and that becomes
15 an internal salary administration guideline based on who's
16 in the range now?

17 What's their projected promotion timeline?
18 What can we afford to pay them when they get promoted? And,
19 you know, I picked 10 percent because I did the math in my
20 notes.

21 UNIDENTIFIED VOICE: So, so here's where I
22 went astray in my mind and that is looking at developing, I
23 forgot the terminology and, and outstanding. Once an
24 individual is promoted to principal, I would think that the
25 first couple of years they would be in the developing range.



1 MALE SPEAKER: Uh-huh. Correct.

2 UNIDENTIFIED VOICE: And in my mind's eye, I
3 thought of the developing range would be in that proposed,
4 between the proposed minimum and the mid --

5 UNIDENTIFIED VOICE: Uh-huh.

6 MALE SPEAKER: -- and that's not what this
7 tells me.

8 MALE SPEAKER: Generally, what you just
9 described is true but-

10 UNIDENTIFIED VOICE: I can't take money away
11 from somebody I'm promoting. I can but, I'm not.

12 MALE SPEAKER: Well.

13 UNIDENTIFIED VOICE: It doesn't usually work.

14 MALE SPEAKER: So, let -- let's be positive.
15 I'll do two scenarios. Let's say the person is a great
16 performer and that's not Ron, that's somebody else. Great
17 performer. Why wouldn't you pay Ron over the mid-point? You
18 want to keep that level of performance you want to keep Ron
19 or non-Ron because delivering great value and creating a
20 great return on investment of the salary that you're
21 delivering.

22 So maybe 10 percent is the wrong promotion
23 increase. But I've also- this non-Ron person, had to work
24 for CDE for a period of years. I know how the place works, I
25 have cultural knowledge, I understand the process.



1 MADAM CHAIR: Sure, sure, sure. I'm just
2 thinking there are times when- I think there are times when
3 we've got somebody who's really done an outstanding job in
4 one area. They're interested in a change. There's a lot to
5 learn, which is why I see -- I see people going from
6 proficient to above proficient, back down to developing. And
7 I know -- I'm trying to superimpose -- I think I'm trying to
8 superimpose two things and that might be the wrong thing to
9 be doing here.

10 MALE SPEAKER: Consider that stereotype an
11 overlap.

12 UNIDENTIFIED VOICE: Okay.

13 MALE SPEAKER: That's what will help you.

14 UNIDENTIFIED VOICE: The overlap.

15 MADAM CHAIR: The overlap.

16 MALE SPEAKER: Yeah, you -- you can be very
17 specific about what is a developing range or, as discussed
18 before, they move across the range first to get more skills
19 before they move up.

20 And they're still a senior consultant but
21 they're doing a different kind of senior consultant work,
22 not truly measurable at a principal level, but it will be
23 the better they get at it then they move.

24 UNIDENTIFIED VOICE: Right.

25 UNIDENTIFIED VOICE: And Madam Chair, one of



1 the -- to me, this is one of those things where it is given
2 the overlaps of -- of the various ranges you can have people
3 at different performance levels within those ranges. And,
4 typically, what -- what I've seen over the years, is that as
5 people do get promoted up into the next level that they're
6 not- they may be in a developing way, but they may be on the
7 --

8 UNIDENTIFIED VOICE: On the edge.

9 UNIDENTIFIED VOICE: Above --

10 UNIDENTIFIED VOICE: Yeah.

11 UNIDENTIFIED VOICE: -- midpoint or something
12 like that because they have progressed through that lower
13 range. And then based on performance in that next range up,
14 they might -- they might not progress through that range as
15 quickly as maybe they had below, as they're gaining those
16 skills. But typically, we do not see people lose money for
17 taking a promotion --

18 UNIDENTIFIED VOICE: Right.

19 UNIDENTIFIED VOICE: That would be -- I -- I
20 don't know that I would ever do that. But --

21 MADAM CHAIR: Actually, I remember a
22 conversation about your changing position, changing
23 locations.

24 UNIDENTIFIED VOICE: Oh well, that's a
25 different story.



1 MADAM CHAIR: It's a different story.

2 UNIDENTIFIED VOICE: That's a different story.

3 MADAM CHAIR: So, the reason that I -- I'm am
4 mulling this, of course, is that our salaries are public.
5 We're- our staff are public employees. I think the
6 communication is really important, so that if staff people
7 compare their pay to another position etc. that that feel
8 fair and appropriate.

9 And I'm not sure exactly how that gets done
10 but I think it's -- it's -- it's a diff -- it's a greater
11 challenge in a public entity than in a corporation where
12 these things are not considered public information. And so
13 the -- the kind of questioning between them, among employees
14 --

15 MALE SPEAKER: Indeed true manager, but that
16 communication started with the questionnaires employees
17 filled out.

18 MADAM CHAIR: Sure.

19 MALE SPEAKER: That was the first salvo
20 saying, "We're looking at your jobs and we are going to be
21 transparent and fair on how we describe- how CDE describes
22 them, from what you tell us." And that's where the outliers
23 came from but that is an excellent point and that is a
24 continuing communications challenge.

25 We would suggest a policy manual for the



1 managers that outlines promotional increases and merit
2 increases. What can you expect every year for getting a good
3 score on your performance review? That's also part of
4 communication-.

5 UNIDENTIFIED VOICE: Okay.

6 MALE SPEAKER: But you're right, it's pretty
7 important.

8 MADAM CHAIR: Okay. So, since you just
9 mentioned the word continuing, the board, I believe, has an
10 obligation to affirm this schedule every year. How do we
11 keep this update? What's a- what's a way to keep this
12 updated without having to hire you all every year?

13 MALE SPEAKER: Well, I have to ask, if you
14 think you afford it. So, for example, so let- let's presume
15 that you adopted a salary structure. This is page 28. The
16 way to maintain the salary structure, of course,
17 individually, people in-grade need to be looked at,
18 performance reviews have to happen, in-grade movement,
19 promotions.

20 All that happens but if the job hasn't
21 changed, a year from now, not most of us sitting here, but a
22 year from now, say well, if the jobs in our organization
23 have not changed, I know the market has moved.

24 Do I want to keep pace with that market?
25 Every year, for free, there's a salary increase budget



1 number published by my firm, by the world of work. It's
2 going to -- it is big in the pocket of the press.

3 UNIDENTIFIED VOICE: Okay.

4 MALE SPEAKER: This year, as it has been for
5 the last 11 years or 12 years, folks are expecting a salary
6 increase of 3 percent. They expect their pay to grow 3
7 percent. Inflation in the same period, the minimums.

8 UNIDENTIFIED VOICE: Right.

9 MALE SPEAKER: There's no real income change,
10 it just keeps going up. So, people get salaries at 3
11 percent, what happens to my structure here at CDE? I did
12 move that too because my budget has now changed.

13 MADAM CHAIR: No, but anyway.

14 MALE SPEAKER: Well, so you can also choose
15 zero.

16 MADAM CHAIR: Yes.

17 MALE SPEAKER: This year, the structures are
18 moving at a 2 percent rate. So, they're moving a little
19 slower than salary increases because most people are not at
20 the midpoint. So, again you're trying to get to the midpoint
21 with the structure slower, salaries growth higher, you aim
22 toward the midpoint . That is described on page 28 with just
23 the math, every number goes up by 2 percent.

24 MADAM CHAIR: Right. So, your -- your
25 organization or organizations like that, do an analysis --



1 MALE SPEAKER: Yes.

2 MADAM CHAIR: Which they share.

3 MALE SPEAKER: With survey data, it's usually
4 taken in the spring. Clients that submit data surveys,
5 states, local governments, private sector firms. What will
6 you increase salaries by this year? What's your structure
7 increase going to be this year? And for the last 11, 13
8 years, 3 percent base salaries, 2 percent structures. It's
9 been annoyingly consistent. If we would just spend the money
10 that we're getting for increases, the economy would start up
11 again. Come on.

12 MADAM CHAIR: Miss Emm.

13 MS. EMM: Yes, Madam Chair, the- also, the
14 Department of Personnel Administration has their salary
15 structure. That is -- it's -- it has lots of ranges --

16 MADAM CHAIR: Right.

17 UNIDENTIFIED VOICE: -- and everything. And
18 that's one of the things that once the legislature has
19 potentially approved any increases, they look at how they
20 need to move their ranges. And so, this year, they moved
21 their ranges up 2 percent and I would- I would- would just
22 put out the recommendation that as we move forward, we pay
23 close attention to what DPA is doing.

24 MADAM CHAIR: Okay.

25 UNIDENTIFIED VOICE: In that regard.



1 MADAM CHAIR: Okay. That's very helpful. Thank
2 you. Other questions or comments? Mr. Durham.

3 MR. DURHAM: Thank you madam chair, I'm going
4 to have a series of questions and I think, at least
5 initially, fro -- from Miss Emm. Let's go back to the
6 history of this, where the legislature asked us, first of
7 all, to determine and whether or not we had positions that
8 were properly- should not be class- should not be exempt but
9 should be returned to the classified system.

10 As I remember, I'm going to do this from
11 memory, we had 72 employees give or take, that were -- we
12 had as exempt and that the analysis done by the attorney
13 general's office determines should be classified. So I
14 presume that in the -- those positions, we are now
15 attempting to pay them at the level the state classified
16 level for those positions.

17 How close are we to having those employees
18 within the range of -- of classified employees? Because, I
19 think, most of these questions are going to relate to how
20 we're going to defend this and make a case to The Joint
21 Budget Committee that we did what they asked and what we
22 committed to do.

23 So, first of all, were those 72 employees, by
24 and large, within the existing ranges of classified
25 personnel. And even though they are elected electing to



1 remain exempted, first of all, we have we given everybody
2 that option yet. Have they exercised their options?

3 UNIDENTIFIED VOICE: Thank you. Madam Chair,
4 Mr. Durham, excellent question. So, I am going to be
5 referring to that grouping of people as are at will
6 incumbents. And so at the last board meeting, we had
7 provided a list of the -- there's 85 but now we have 83,
8 because a couple of people left.

9 Those people, what we have been doing is
10 developing the -- they are called position description
11 questionnaires, that then maps those positions into the
12 states classified system, so that when -- and we are in the
13 process of developing individualized packets so that these
14 individuals can understand what their choice would be if
15 they remained at will or if they moved into the classified
16 system.

17 One of those pieces of individual data will
18 be that when those positions are mapped into the states
19 classified system, we will know what those salary ranges are
20 for those people. Because they don't fit into this salary
21 range.

22 So we need to map them into the classified
23 system. They will then understand what that salary range
24 would be. And I don't know what the final outcome of that
25 has been. We were in the process, we had to -- we had to



1 develop the 85 position description questionnaires and get
2 them and we currently have a part time person working at
3 doing that.

4 We are targeting mid-October to be able to
5 meet with people, to -- for HR to be able to have meetings
6 and be able to provide information to the individuals
7 regarding that. And then, those people would move through
8 their ranges in the classified system.

9 UNIDENTIFIED VOICE: As DPA implements those
10 salary increases for those people. So we've kind of got
11 three buckets of employees at this point. We have our true
12 at will staff who would fall within this salary structure.
13 Then we have our incumbents who will become less over time
14 and they would be, their salaries would mirror the
15 classified system even though they're still remaining at
16 will. And then we have our truly classified individuals who
17 fall within the state's compensation ranges.

18 MALE SPEAKER: So hopefully then by the time
19 that we have to meet with the JBC, we will -- we will know
20 how many of those employees have elected --

21 UNIDENTIFIED VOICE: Yes.

22 MALE SPEAKER: -- to remain at will and you're
23 essentially, you're at will incumbent category and how many
24 have elected to go into the classified system.

25 UNIDENTIFIED VOICE: Yes.



1 MALE SPEAKER: But regardless we're going to
2 try and eventually, if we -- if we have outliers from the
3 existing payroll schedule for classified, we're going to try
4 and either increase or they are within the classified low
5 range or perhaps not provide the same level of raises so
6 that eventually they, if they're above that range, they will
7 eventually get into that range.

8 Do we have an opinion as to how close we are
9 with those 83 people? I -- I -- is this, which way the cost
10 of that's going to work?

11 UNIDENTIFIED VOICE: Thank you. I -- I will go
12 out on a limb and given the results of this analysis, I
13 believe that we will have most of those 83 people within the
14 classified range. I just, I --

15 MALE SPEAKER: So maybe some adjustments, but
16 there shouldn't be-.

17 UNIDENTIFIED VOICE: I think there may --

18 MALE SPEAKER: -- large numbers or great
19 amounts of money involved.

20 UNIDENTIFIED VOICE: Right.

21 MALE SPEAKER: And we will know that by the
22 time we meet with the budget committee and it's something
23 that Dr. Schroder is going to need to be able to talk about,
24 I suspect when we have the meeting. Then, all right.

25 So I think that takes care of those 83. So --



1 and we -- at the time I thought we had 25 employees who had
2 always been in the classified system or roughly that number.
3 So we're looking at about 100, between 100 and 110 employees
4 who will be classified when we're all done with this.

5 UNIDENTIFIED VOICE: With -- yes. If, if all
6 of those 85 people went into the classified system and chose
7 that, chose that path, yes. We would be back to about 100;
8 100 individuals.

9 MALE SPEAKER: Give or take.

10 UNIDENTIFIED VOICE: Yeah.

11 MALE SPEAKER: Right. So, then now -- and so
12 it appears we have a -- we can go to budget committee and
13 say we've done what we intended to do and we will let, we'll
14 be able tell 'em we were either overpaying or underpaying
15 'em. We're making those adjustments. So, now when we get to
16 the how many employees now are -- are we characterizing as
17 exempt and -- and --

18 MADAM CHAIR: At will?

19 MALE SPEAKER: Oh, I'm sorry, as at will. I'm
20 sorry. Yes.

21 UNIDENTIFIED VOICE: Oh, yes. Thank you. And I
22 did not bring my list that was approved last, in the last
23 board meeting. I believe it was 324, if we brought up the
24 exhibit A from the last board meeting we would know how
25 many.



1 MALE SPEAKER: It's a little over 300.

2 UNIDENTIFIED VOICE: Yes.

3 MALE SPEAKER: Three and a quarter --

4 UNIDENTIFIED VOICE: Yes.

5 MALE SPEAKER: -- are at will. And then if I
6 understood the -- the testimony from Mercer & Company, so 93
7 percent of those 324 at will positions are within the ranges
8 that that Mercer believed were appropriate for their level
9 of expertise and education and all those other factors. Is
10 that correct?

11 MALE SPEAKER: Correct. Page 21. Also on the
12 screen has that same day.

13 MALE SPEAKER: Well, it's on page 10 you got
14 93 percent or position within the range, so.

15 UNIDENTIFIED VOICE: On -- on page 21, they
16 have provided a chart that has the counts of employees and,
17 and this is also, I want to reiterate, this is a snapshot at
18 a time. So, our done employees will not stand still for, you
19 know, five seconds. So, it's a point in time but 329 at will
20 last month.

21 MALE SPEAKER: We're pretty close.

22 UNIDENTIFIED VOICE: Yeah. So, Ron if you want
23 to, if you want to walk through this chart you certainly
24 can.

25 UNIDENTIFIED VOICE: Excuse me, before you



1 leave, may I just ask one little question? And that little
2 question is, so employees are going to choose to stay at, at
3 will or, or in the system, in the cla --

4 MALE SPEAKER: Become classified.

5 UNIDENTIFIED VOICE: -- in the classified --
6 classified system, 83 of them.

7 UNIDENTIFIED VOICE: Thank you.

8 MALE SPEAKER: Eighty three of them all.

9 MADAM CHAIR: Eighty three of them.

10 UNIDENTIFIED VOICE: Eighty three.

11 UNIDENTIFIED VOICE: Eighty three have a
12 choice.

13 MADAM CHAIR: Yes, 83 have a choice.

14 UNIDENTIFIED VOICE: 83 have a choice to make.

15 UNIDENTIFIED VOICE: Okay.

16 MADAM CHAIR: Because we- we classif- we've
17 identified what's at will and what's not at will for the
18 lesson.

19 MALE SPEAKER: Pur -- pursuant to the
20 Constitution essentially and the statutes that govern us.

21 UNIDENTIFIED VOICE: Yes.

22 UNIDENTIFIED VOICE: And so do you know about
23 how they will?

24 UNIDENTIFIED VOICE: So.

25 MADAM CHAIR: That's what she just explained.



1 UNIDENTIFIED VOICE: I'm -- I'm going to go
2 out on a limb again, and out of those 83 people who have
3 been identified as those at will incumbents, I am going to
4 guess that very few of them are going to want to enter the
5 classified system. And that as their positions become
6 vacated, as they, may be they are promoted into a different
7 position or maybe they apply for a different position within
8 the organization.

9 When those positions become vacated and we
10 want to replace them, we will go into the State Personnel
11 System and post and treat them as a classified position.

12 UNIDENTIFIED VOICE: Thank you for that
13 clarification.

14 MALE SPEAKER: May I continue, Madam Chair?

15 MADAM CHAIR: Well, I thought we were going to
16 get an explanation of page 21.

17 MALE SPEAKER: Just take a sec.

18 MALE SPEAKER: Okay.

19 MADAM CHAIR: Okay.

20 MALE SPEAKER: But I figured it may be
21 important to see these numbers working so you get a sense of
22 where the costs are to make the salary structure
23 adjustments. The- there's one ratio on this table that, that
24 needs a little explanation, And it's called compa-ratio.

25 It's one of our --



1 MADAM CHAIR: Sorry state that again.

2 MALE SPEAKER: Compa-ratio. It's a
3 compensation administration term. It is simply the ratio of
4 the current pay of a person divided by the midpoint of their
5 salary range.

6 So, if the person is earning \$50,000 and the
7 salary range midpoint is \$50,000 they have a compa-ratio of
8 one. And that's, that's pretty simply it. What this chart
9 proposes is the new salary range for CDE, the light blue
10 boxes, and where each level of job and the employees in that
11 job are positioned in the range based on their compa-ratio.

12 As it stands right now, if you adopt the
13 recommendation, there will be a total of 15 individuals that
14 are below the minimum of the proposed salary range. If you
15 choose to bring those individuals into the salary range,
16 individually, the total cost is \$35,300 to bring them to the
17 proposed range.

18 MADAM CHAIR: The minimum.

19 MALE SPEAKER: And as a result we, we- as I
20 say, we find that a very strong result. It can be done all
21 once. It is a very economically appropriate result for CDE
22 and for the work that we do.

23 MALE SPEAKER: How much saving is there for --
24 how mu -- what's the dollar value of those who are above the
25 range? So, we got 35,000 below, what's the dollar value



1 above?

2 MALE SPEAKER: Fifty three thousand dollars,
3 \$53,611 of people above the top of the range. Now, we don't
4 know why they're on top of the range. Maybe they are great
5 performers, long tenure.

6 Usually, those folks do not get pay cuts, the
7 range will eventually catch up with them, but you still may
8 want to give them an increase in salary but it's not an
9 increase every paycheck, is a lump sum increase. If you
10 choose.

11 MADAM CHAIR: And Ms. Emm.

12 MS. EMM: Madam chair, I was wondering if
13 that's a wonderful segue into what we would do given the
14 legislative salary increases this year. So, if I -- if --

15 MALE SPEAKER: I have a number of other
16 questions if I could, and I think I'd like to deal with
17 first if that's all right.

18 MADAM CHAIR: Okay. Just hold that thought,
19 though, please.

20 MS. EMM: Okay.

21 MALE SPEAKER: Now.

22 MADAM CHAIR: So good.

23 MALE SPEAKER: All right. So, you neither
24 going to be the -- I think the harder questions but, so
25 does- what kind of value, I mean you've got total cash



1 compensation. So, you didn't try to value what I would
2 characterize as the benefit package, is that correct?

3 MALE SPEAKER: Correct.

4 MALE SPEAKER: So, the -- the problem that
5 elected officials put up with right, wrong or indifferent is
6 that the benefit package for public employees is richer than
7 the benefit package for their private sector contemporaries.

8 MALE SPEAKER: Generally true.

9 MALE SPEAKER: And so, you don't make any
10 attempt to reduce the total cash compensation to reflect the
11 value of the enhanced benefit package, is that correct?

12 MALE SPEAKER: That is correct.

13 MALE SPEAKER: And so, let me run through some
14 of these that you have- you start with the 12 year -- 12
15 days of sick leave per year.

16 MALE SPEAKER: A day a month.

17 MR. DURHAM: And that seems to be, at least
18 with the private sector organizations that I am familiar
19 with, certainly a new employee would not get that much.
20 Perhaps they might eventually get to the point where they
21 can accrue that, but, so, that, that would seem like a
22 benefit that might suggest some, some reduction in
23 compensation to adequately reflect private sector
24 compensation.

25 MALE SPEAKER: I don't know that we would



1 reduce people's pay to account for the higher sick leave
2 time.

3 MR. DURHAM: I'm just trying to run through
4 the pressures that elected officials, and not necessarily
5 this board, but particularly, legislators, and I can speak
6 from some experience there, deal with from their
7 constituents who, you know, have to compete, particularly
8 small business constituents who have to compete for
9 employees against this benefit package, they will complain
10 to their elected officials that they cannot attract
11 employees because of the overly rich benefit system of
12 public sector.

13 MALE SPEAKER: That I would agree with you
14 there, sir.

15 MR. DURHAM: All right. So -- so, we have 12
16 days of sick day, you have 10 holidays that also, I mean, I
17 -- in my private sector employment days, I have -- I don't
18 remember any, I worked every Christmas and every New Year
19 and every Thanksgiving and Easter until I was about 35 years
20 old. So I always considered that many holidays to be kind of
21 rich, particularly if you're getting Columbus Day and --

22 MALE SPEAKER: Admissions Day.

23 MR. DURHAM: -- whatever else. Yeah. Colorado
24 Day, that's always a good one. So, that's a --

25 UNIDENTIFIED VOICE: There is no Colorado Day.



1 MR. DURHAM: Yeah, there is Colorado Day.

2 There --

3 UNIDENTIFIED VOICE: I know there is, but
4 they don't get it off.

5 MR. DURHAM: No, they don't get it off. So --
6 so but 10, 10 holidays is --

7 MALE SPEAKER: Yeah. California has Admissions
8 Day, so --

9 UNIDENTIFIED VOICE: Omissions?

10 MALE SPEAKER: A; Admissions Day, the day you
11 were admitted to the union as a state. That's a state
12 holiday in California.

13 MR. DURHAM: I think we gave it up or traded
14 it for something here, but, so, 10 holidays is a lot, and
15 then, let's -- then, let's deal with the value of a -- of a
16 defined benefit plan versus a defined contribution. Do you
17 do any, any questions about that? Any, I mean, is there, are
18 there any contemplated adjustments for that -- for that
19 value if, in fact, it is more valuable?

20 MALE SPEAKER: We didn't study that in
21 particular, but I can tell you that when the downturn
22 happened in '07 and '08, one of the first things the private
23 sector employees eliminated was their 401(k) match. There
24 are defined benefit plans in state service, and that's a
25 separate conversation about the liability of paying for



1 that, but that is a benefit in addition to any other
2 deferred compensation that most private sector organizations
3 don't have, and depending on where you are in your career,
4 could be a very valuable benefit.

5 UNIDENTIFIED VOICE: And means, I'm -- can I -
6 - I think we talked about this, so I'm just checking my
7 thinking. I thought we did do an analysis of at least
8 comparable districts around our size of their leave and
9 their benefit policy. So, I don't know if Mercer did that or
10 if we did that, but we are --

11 UNIDENTIFIED VOICE: School districts? Or --

12 UNIDENTIFIED VOICE: Yeah, school districts.

13 MR. DURHAM: You know, I -- I -- and Dr.
14 (Indiscernible), you know, I'm trying to say, I think you do
15 have to look at who your competitors are, but you also, from
16 a public policy standpoint, I suspect the legislators are go
17 -- legislature's going to ask us, relative to private sector
18 --

19 MALE SPEAKER: Right.

20 MR. DURHAM: -- and -- and I don't think
21 that's a -- that's a -- I don't think those questions are
22 unfair. We may have reasons, but -- but the question itself,
23 that I am confident we will get is not -- is not, by
24 definition, an unfair question.

25 MALE SPEAKER: Yeah.



1 MR. DURHAM: And I think we have to be
2 prepared to deal with those questions. So, but, but it is, I
3 think it's important to note that those were not in, in your
4 review, and I don't know if they're in consideration, I
5 don't know if those are, are considered by the State
6 Department of Personnel, and as they look at compensation
7 packages, do you know, Ms. Emm, if they try to balance that
8 out to be a, to consider those things and state in the
9 classified system?

10 MS. EMM: Thank you, Madam Chair. Mr. Durham,
11 I am not positive of the methodology that they use in order
12 to determine the salary structure. We did not do a full-
13 blown total compensation, what you would consider total
14 compensation. Now, we could expand that. We could --

15 MR. DURHAM: Yeah.

16 UNIDENTIFIED VOICE: -- expand their services
17 and -- and ask them to continue the work and expand it. But
18 we did do the leave accrual, and that's starting on page 50,
19 and have, we do have recommendations about what that should
20 look like.

21 MR. DURHAM: And that, and -- I think one of
22 the areas that the, the Joint Budget Committee analyst spe -
23 - specifically focused on was the- I'm not sure it was the
24 leave accrual, but it might have been actual amount of,
25 amount of vacation time which I actually don't see in here.



1 Am I missing it or something?

2 UNIDENTIFIED VOICE: Beginning on page --

3 MR. DURHAM: I was -- I was looking at the
4 summary page.

5 UNIDENTIFIED VOICE: Oh, sure.

6 MR. DURHAM: Do I see vacation? I don't see
7 it.

8 UNIDENTIFIED VOICE: So, the -- I think the --
9 the best --

10 MR. DURHAM: The per -- the personal days and
11 --

12 UNIDENTIFIED VOICE: Yeah, on page --

13 MR. DURHAM: Because I don't see.

14 UNIDENTIFIED VOICE: Let's look at page 53.

15 MR. DURHAM: Okay.

16 UNIDENTIFIED VOICE: And 52 goes along with
17 this. We are the light green line here, and you can see that
18 our vacation accruals stair step up and become quite high
19 compared to what we would consider our competitors of other
20 districts and University of Colorado, and we compared our
21 leave policies to wh -- where we're attracting our talent.
22 And given that our line, this green line is substantially
23 above the other lines, we're recommending that this lines
24 come more in line with others and the recommended line is
25 the purple one to bring that to -- to cap it out at a more



1 standard accrual and people don't continue to accrue time. I
2 -- again, I went out on a limb. We have rich leave accrual
3 policies right now.

4 MALE SPEAKER: And that can get to be a
5 serious budget issue if you have a couple of senior people
6 retire --

7 UNIDENTIFIED VOICE: Yes.

8 MALE SPEAKER: -- and can cash out a lot of
9 sick leave and a lot of -- and a lot of paid vacation.

10 UNIDENTIFIED VOICE: Yes.

11 MALE SPEAKER: So, I -- I think that
12 adjustment needs to be made. But how -- but I think the JBC
13 analyst focused on the actual amount of vacation allowed and
14 I think we were able to make a pretty strong case that most
15 people are entitled that much vacation didn't take it.

16 UNIDENTIFIED VOICE: That is true.

17 UNIDENTIFIED VOICE: So, what's the vacation?

18 MALE SPEAKER: So, what -- what is the
19 vacation policy now and- and what are the recommended
20 adjustments to it? So, we can get -- get it within line. And
21 I think that, the issue there was, that for exempt, for
22 every employees, there was a substantially richer benefit
23 than for state classified employees. And I think there were
24 some requests that we get that in line with classified
25 unless we can make a clear demonstration that our obvious



1 competitors have a richer -- also have a richer leave
2 policy.

3 UNIDENTIFIED VOICE: So, if we looked at page
4 56, and this incorporates sick vacation and holidays. We are
5 organization -- we are the third column, we are CDE column
6 right now for our at will. And the other organizations are
7 listed across here. These are the total number of days
8 offered per years of service. So, someone in year --

9 MALE SPEAKER: Total meaning sick?

10 UNIDENTIFIED VOICE: Sick --

11 MALE SPEAKER: Vacation and personal.

12 UNIDENTIFIED VOICE: And holidays and -- and
13 personal days. So, kind of that bank of leave --

14 MALE SPEAKER: Okay.

15 UNIDENTIFIED VOICE: -- and --

16 MALE SPEAKER: Not including short and long
17 term disability.

18 UNIDENTIFIED VOICE: Correct.

19 MALE SPEAKER: Right. Yeah, those are
20 different. But so, that column -- so first year employee
21 gets 10 days.

22 UNIDENTIFIED VOICE: 43 days at CDE. So, on
23 page 56, we're on column.

24 MALE SPEAKER: I'm on the wrong page.

25 UNIDENTIFIED VOICE: Okay, yeah. page 56.



1 MALE SPEAKER: Let me go in the 50 -- 56. So,
2 a first year employee gets 43 days?

3 UNIDENTIFIED VOICE: If they were to -- if
4 they were to use all of their days and not accrue anything.
5 Whereas, and then you can see that other organizations are--
6 some of them or higher some of them are lower. So the
7 recommended in the last column, would be that we look at a
8 39 day and then the next- the next-

9 UNIDENTIFIED VOICE: So what is th -- what is
10 that recommendation based on?

11 UNIDENTIFIED VOICE: The -- the competitors,
12 accrual rates, and we draw our talent from mainly school
13 districts. And I will use -- I'll use a personal example.
14 When I came to CDE I was going to take a pay cut. But, I
15 wanted to work at the state level.

16 UNIDENTIFIED VOICE: You came from Jefferson
17 County.

18 UNIDENTIFIED VOICE: I came from Jeffco and I
19 came to the state. I took a pay cut. However, when I looked
20 at the vacation and time accrual that I had at Jeffco, and I
21 compared it to the state, I was okay, because I wasn't going
22 to be losing in my vacation and time off area. And as I've
23 talked with people throughout the department. Same thing
24 over and over. I took a pay cut, but I was willing to come
25 to the state but I also, did not have to give up vacation



1 and leave time and things like that. And over and over. I
2 heard it over and over.

3 UNIDENTIFIED VOICE: Which one of these
4 organizations would be a school district the medical school
5 district?

6 UNIDENTIFIED VOICE: So, all of these
7 organizations are listed on page 59 and I need- I apologize,
8 I need to do a time check. Mr. Kimack is going to have to
9 get to back to Denver so he can catch a flight. So, it's 20
10 to 11.

11 UNIDENTIFIED VOICE: It's okay.

12 UNIDENTIFIED VOICE: Okay. So, all of these
13 other organizations on here are either school districts or
14 the University of Colorado. And those were the competitors
15 but not the University of Colorado. Department of Higher Ed.
16 So, the state agency. Did we put in there University of
17 Colorado?

18 MALE SPEAKER: Yeah. On page 59.

19 UNIDENTIFIED VOICE: Let me -- okay. I need to
20 think back. Yes, it was University of Colorado, I apologize.

21 MALE SPEAKER: So -- excuse me, what -- what
22 you said just a bit ago, here is more delighting. The
23 organizations against which you compete. You compete
24 against, school districts for your talent. That's a critical
25 distinction to make, because they have very different pay



1 policies than states private organizations. There's
2 longevity pay for teachers which doesn't occur in other
3 places except in school districts. So, remember, if you're
4 setting your philosophy and your market, who do you compete
5 against? It's school districts. Just bear that in mind and
6 go through all this analysis.

7 UNIDENTIFIED VOICE: Board member, Rankin.

8 MS. RANKIN: So in the beginning we talked
9 about the private sector being included in some of --

10 MALE SPEAKER: That's the most data we had
11 available. There wasn't enough in school district sample
12 that we did in the custom survey to make a reliable sample.
13 And you'll see there's one -- there's a page that shows the
14 custom survey data and the broader Mercer data and we took a
15 consensus. We can weight that, but we believe for the skills
16 and knowledge we saw in the job descriptions in our
17 experience with similar types of work our consensus was the
18 best value for CDE.

19 UNIDENTIFIED VOICE: I just -- I'm thinking of
20 research data that I remember that and this was companies
21 and such group, nonprofits as well. And they suggested that
22 people take advantage of the vacation time because of health
23 reasons.

24 MR. KIMACK: Absolutely.

25 UNIDENTIFIED VOICE: So. So they -- there were



1 policies. I remember working for -- for a firm where you had
2 to take the vacation, you could only take a few days over to
3 the next year. But the vacation time you just had to -- had
4 to take because they felt that you got- you would get sick,
5 you know, especially given the travel and all that.

6 MR. KIMACK: Exactly correct. So firms like
7 you -- or organizations like you take your vacation?

8 UNIDENTIFIED VOICE: Yeah.

9 MR. KIMACK: And they do often put limits on
10 how much you can accrue for exactly this reason of -- of
11 liability.

12 UNIDENTIFIED VOICE: Right.

13 MR. KIMACK: If you work for a financial
14 service organization, you must take two consecutive weeks
15 every year.

16 UNIDENTIFIED VOICE: Yeah.

17 MR. KIMACK: That's required by law. So what's
18 the other example?

19 UNIDENTIFIED VOICE: And so now, especially
20 given the -- the new research to -- on sitting and, and
21 health, I think that there should be something there for
22 taking vacation and then that long accrual is not going to
23 help the company and it's not going to help the individual.
24 So --

25 MR. KIMACK: Well. So, yeah, I agree. So stand



1 up desks are very popular for standing up and, and getting,
2 getting around. But depending on the demographic of
3 population you're targeting for your recruiting or
4 retention, has a lot to do with the benefits package you're
5 offering. And if you want to go to a market against school
6 districts, which have longevity programs and decent benefit
7 packages, we would suggest you angle your total remuneration
8 package to match that market.

9 UNIDENTIFIED VOICE: Yeah.

10 MR. KIMACK: And we -- there's more analysis
11 with how many exactly comes before this process. Do we want
12 to expand into the private sector because it's a title
13 called consultant? And that's in the private sector and they
14 can do the work in my business?

15 Well, that's a different style of pay
16 delivery. But this is why it's so important to get the
17 market and philosophy and, and data correct. So you are
18 correct.

19 UNIDENTIFIED VOICE: Thank you. Mr. Durham,
20 I'm sorry if we cut you off as we look in the process.

21 MR. DURHAM: Well, that's right. I think I was
22 about finish. I -- I think you have more of a statement than
23 a question, Madam Chair. I think the -- I think the rub that
24 we're coming to here is we value our, our CDE employees.
25 I've had a chance to observe Dr. Emm's performance, for



1 example, and I don't believe there's a chance that she takes
2 39 days a year off?

3 And even though she would be entitled to
4 substantially more than that, given how long she's been
5 here, because will you be titled it looked like but 48 or
6 something? And I -- I think part of the problem when you,
7 when you- with the private sector background, when you look
8 at that kind of policy.

9 If you have a good employee, you really can't
10 afford to do without them that long. It's not a question of
11 money as much as it is or a question of benefit as much as
12 it is, an organization, a good organization, can't function
13 losing critical people for, you know, that's 48 days
14 sometimes that's eight weeks a year. Then -- and I don't --
15 I just don't think we can spare looking at the people at
16 this table or -- we can't spare those people for 48 days a
17 year.

18 So it's I think it's -- you start to start --
19 you start to measure the waste of human talent in some --
20 and I would say there should be a hard -- legislatures
21 should take a hard look at all of these organizations from a
22 perspective, not just of comparative benefits, but,
23 essentially, from the smooth functioning of a school
24 district or, or any other organization that has those kinds
25 of leave policies, because I think that's where the rub



1 comes. I mean, I -- that I have had a chance to observe Ms.
2 (Indiscernible), so I don't think she gets 48 days a year
3 either.

4 And -- and so reality, she's giving up
5 something gratuitously that she's clearly entitled to. And -
6 - and I think that, somehow, these are issues with which
7 someone's going to have to grapple. I think we're -- we're
8 in the position that we do have to have to- have a
9 competitive salary and benefits package. But I think we
10 should note to the legislature that to the extent they wish
11 to look at this sort of thing, it might be good for the
12 state of Colorado to have them take a look.

13 UNIDENTIFIED VOICE: Well, and then the
14 discussion --

15 MR. DURHAM: With the exception is CEU, and I
16 think the more they have gone, the better. But, thanks. You
17 know, we can maybe give him six months off a year, it'd be
18 perfect.

19 UNIDENTIFIED VOICE: I think if you read -- if
20 you read the popular press, you will learn that so many
21 folks on "Vacation" are constantly tied into their jobs.

22 MR. DURHAM: Yes.

23 UNIDENTIFIED VOICE: And so, that's a long
24 conversation and we need to allow you to go back to your 80
25 mile an hour trip back. But --



1 UNIDENTIFIED VOICE: It might be 85.

2 UNIDENTIFIED VOICE: No, no, no. You know,
3 last night there a lot -- a number of cops out. I would not
4 recommend --

5 MR. KIMACK: Yeah. I don't like travelling at
6 night. So, it's a good idea.

7 UNIDENTIFIED VOICE: Police officers?

8 UNIDENTIFIED VOICE: Yeah. Miss Emm, I asked
9 you to hold a thought. Did we get to --

10 UNIDENTIFIED VOICE: If I can briefly go
11 through this next part of the PowerPoint in probably five
12 minutes.

13 UNIDENTIFIED VOICE: 'Cause we kind of touched
14 on it. If I'm -- if I'm not mistaken, once we got to this
15 35,000, what, what was above and what was below, that was
16 the gist of the PowerPoint.

17 UNIDENTIFIED VOICE: Yes.

18 UNIDENTIFIED VOICE: Am I wrong?

19 UNIDENTIFIED VOICE: So, just very briefly, as
20 you remember, we had held our- we had held raises. Any kind
21 of salary increases for at will employees, based on the
22 outcome of this salary schedule. So the department of
23 personnel administration, when they implemented the
24 legislative increases, they did a 1.75 percent across the
25 board increases for employees that were here prior to July



1 1.

2 They broke that into base building and non-
3 base building, depending on if you were above your market
4 range or within your market range. And they also did a 0.75
5 percent merit increase if you met or exceeded your
6 performance expectations.

7 And then determining where those individuals
8 were within the quartile and then based on their final
9 performance rating, you received some kind of merit
10 increase. We would propose that we follow the same structure
11 that DPA put forth. We have historically done that and done
12 those salary increases for that.

13 The classified staff that we talked about
14 approximate- the approximate 25 people that we have in the
15 classified system, they've received their salary increases.
16 All the others have been held. And another part of your
17 charge is to ensure that the Long Bill Appropriation
18 supports any kind of salary structure.

19 And this, the recommended proposed salary
20 structure, does stay within the appropriations that we
21 currently have, so we would have the ability to do the 1.75-
22 the 0.75 merit increase based on where you are within
23 quartiles and things. And then also take a look at the
24 employees that are below the minimum of the ranges --

25 UNIDENTIFIED VOICE: 35,000.



1 UNIDENTIFIED VOICE: -- the 35,000 to
2 determine if, determine if we should make those changes. For
3 those people that are above the range, again Mr. Durham also
4 pointed out that we would allow the ranges to catch up to
5 people. We do not have that many people that are above the
6 range but then the -- across the board increase would,
7 again, be split between a base building type thing and a
8 non-base building. Then we talked about this, the at will
9 incumbents, and how we would map them into the classified
10 salary structure, and then they would receive the same kind
11 of salary increases based upon the tenants of DPA.

12 We talked about the choices that they will
13 have. Individualized information is being prepared and then
14 the series of meetings will be held. And then finally talked
15 about the leave accrual analysis. The commissioner did set
16 that policy back in 2000. Mercer did the -- recommended some
17 revisions and we believe that it is important to adjust
18 those policies and I believe they would be a downward
19 adjustment.

20 We would talk about people who are already in
21 ranges and things like that. But then the question for you
22 all would be, that delegation of the adjustment of the leave
23 policies to the commissioner or not.

24 UNIDENTIFIED VOICE: Okay.

25 UNIDENTIFIED VOICE: So with that --



1 MADAM CHAIR: Thank you.

2 UNIDENTIFIED VOICE: I think we've covered
3 everything that -- unless you want to go deeper and have
4 more questions. It is a --

5 MADAM CHAIR: We have a time constraint.

6 UNIDENTIFIED VOICE: It's a large topic.

7 MADAM CHAIR: Right, it is large. Board member
8 Ranking.

9 MS. RANKIN: I have a real quick question, Mr.
10 Kimack. In the beginning, you mentioned 2 percent raise
11 across the board yearly, I believe, for just the, the
12 general amount of people you have in your system.

13 MR. KIMACK: Structures, salary structures.

14 UNIDENTIFIED VOICE: Salary structures.

15 MS. RANKIN: Okay. So how does that relate to
16 1.75 plus 0.75 which is 2.5? Then I'll take that. The -- and
17 the DPA had moved their structure by 2 percent, I believe?
18 No, their range maximum was increased by 2.2 percent, so
19 when Mr. Kimack was talking about salary structures moving
20 by 2 percent, DPA moved their structure 2.2 percent.

21 Then the 1.75 and the 0.75, is within that
22 range where you would potentially go within that range. And
23 there is a really good chart on Page- on the last part of
24 your book under the last tab of how DPA in -- did their
25 annual increases, and the merit pay and how that all worked.



1 UNIDENTIFIED VOICE: What page is that?

2 UNIDENTIFIED VOICE: That is under the last --
3 very last tab of your --

4 UNIDENTIFIED VOICE: Last tab.

5 UNIDENTIFIED VOICE: -- notebook. The memo
6 from the Department of Personnel Administration.

7 MR. DURHAM: So, Ms. Rankin, different
8 organizations move their structures at different rates
9 depending on their budget availability, when the last time
10 they moved the range was and that's just the budget number,
11 the range per budget number.

12 The salaries that people receive is the merit
13 increase number. So, they are usually different but
14 organizations in different times of their evolution or the
15 financial situation will move their structures different
16 time ranges- and ranges and pay at different rates.

17 MADAM CHAIR: Any other questions? So, we have
18 a motion on the table. Could you call the roll, please?

19 MR. DURHAM: Madam Chair --

20 MADAM CHAIR: Oh, wait a minute. First of all
21 and make sure that we're ready to vote on this today.

22 MR. DURHAM: Could I request just a short
23 recess before we vote?

24 MADAM CHAIR: Sure.

25 MR. DURHAM: Thank you. Maybe 10 minutes or



1 something.

2 MADAM CHAIR: Sure.

3 MR. DURHAM: Okay.

4 MADAM CHAIR: We're going to have a short
5 recess. We can come back to order please. We do have a
6 motion on the table but I believe there are one or two more
7 comments or questions. Mr. Durham?

8 MR. DURHAM: Thank you, Madam Chair. I think I
9 -- I would encourage a yes vote on the motion. I think -- I
10 think the -- when the budget committee started this process
11 we made certain representations to them.

12 I think we've honored all of those
13 commitments and that the policy questions that remain
14 unresolved really are a pay grade or two above this board,
15 and given what we're paid, that doesn't have to be very
16 high. But so, I think -- I think to the extent there are
17 broader considerations, then I'd also like to say that, that
18 while the leave package is, is generous I'm not aware of
19 really of any of our key employees who take advantage of
20 that because I don't think they get their jobs done if they
21 did.

22 And so, we probably have to square that at
23 some point with reality and figure out. Are there other --
24 are there other compensation methods or what would we do to
25 kind of square that --



1 MADAM CHAIR: Chocolate?

2 MR. DURHAM: -- with reality. So-

3 MADAM CHAIR: Seriously?

4 MR. DURHAM: -- it's a lot of chocolate, and I
5 can say that. So, I think -- I think we've -- I think it's
6 an excellent job of working through what was an
7 extraordinarily complex set of issues put on us by the JBC
8 staff.

9 And so, I think it's a job well done and the
10 unresolved issues really belong back at the legislature and
11 not here. And so I hope we vote yes for this motion.

12 MADAM CHAIR: Thank you. Any other final
13 comments?

14 MS. MAZANEC: I have one.

15 MADAM CHAIR: Ms. Mazanec?

16 MS. MAZANEC: The only question I have and I
17 asked you this offline, can you tell us briefly what the
18 state benefit package is, just for the -- for transparency
19 sake?

20 UNIDENTIFIED VOICE: Thank you. Yes. So, we
21 followed the same benefit package as the state for health,
22 dental life, para, all of that are -- the place where we do
23 veer is in our leave accruals with our at will staff versus
24 the classified staff, which do follow the state's -- state's
25 policies.



1 MS. MAZANEC: With the state benefit package,
2 is basically full medical, dental --

3 MADAM CHAIR: Exactly the same. Yes.

4 MS. MAZANEC: But does that includes medical
5 and dental for families of employees?

6 MADAM CHAIR: Yes.

7 MS. MAZANEC: Okay.

8 MR. DURHAM: Madam Chair, and only medical. I
9 think if you buy family coverage the state employee has pay
10 for that themselves. That's not a paid for benefit.

11 MADAM CHAIR: Oh.

12 UNIDENTIFIED VOICE: Yes, correct. Thank you
13 for that clarification. It is you pay different rates for
14 whatever kind of coverage you have.

15 UNIDENTIFIED VOICE: Okay. Thank you.

16 MADAM CHAIR: Board member Goff.

17 MS. GOFF: Thank you. I wanted to rise up. The
18 motion's on the floor. But I'm going to just ask a simple
19 question, and if you all can answer it, it will be
20 appreciated. Was the State Department of Ed the only agency
21 that was asked to examine this or do you know?

22 UNIDENTIFIED VOICE: Thank you. Yes, we were.

23 MS. GOFF: Okay.

24 MR. DURHAM: Madam Chair.

25 MADAM CHAIR: Board Member Durham.



1 MR. DURHAM: Thank you. I think -- I think
2 they are only, the constitutional exemptions that led to us
3 having to re-examine this, are only available to higher
4 education.

5 UNIDENTIFIED VOICE: Higher ed mass.

6 MR. DURHAM: And the State Department of
7 Education and I think they're more broadly interpreted for
8 higher ed than they are for us. So, I think we were -- we're
9 probably the only area of state government that fits, that
10 really would fit or have required this kind of review.

11 MADAM CHAIR: And -- and one quick follow-up.
12 The employ -- the state board's employees, whether if the
13 potential, it might, in the future that staff grows we, we
14 operate with the State Department of Personnel as well,
15 right?

16 MS. GOFF: We only have one employees.

17 MR. DURHAM: No, our employees are exempt.

18 MS. GOFF: With two?

19 MR. DURHAM: Three.

20 MS. GOFF: But the commissioner, commissioners
21 -- is a commissioner considered, in this sense, an employee
22 of the State Board of Ed of the -- or the -- the at will in
23 classified categories of the state personnel system.

24 MADAM CHAIR: Miss Emm.

25 MS. EMM: Thank you. The commissioner is



1 actually exempt from the State Personnel System per the
2 Constitution. So, she is a -- an appointee of you all.

3 MS. GOFF: And then the State Board Executive
4 Director is -- is an employee of the State Board and we
5 operate within the state employees system for the most part
6 or is there -- is there some of this that exempts that
7 position from.

8 MADAM CHAIR: Ms. Emm.

9 MS. EMM: Thank you. So, we have the
10 constitution which exempts certain positions within state
11 agencies, a commissioner being one of them. Then there's
12 also exempted positions as defined by state law. There's
13 statute that then exempts certain positions within the
14 Department of Education as at will, and they're consultant,
15 supervisors, directors, assistant commissioner, those are
16 exempted from the state personnel system through state law.
17 Then we also have another group of people that do fall
18 within the state personnel system. Those would be our
19 classified employees.

20 MADAM CHAIR: Correct.

21 MS. GOFF: I think -- I think she's talking
22 about the State Board employees.

23 MS. EMM: Oh, oh, oh.

24 MS. MAZANEC: Not that I want to point out
25 that there is. I -- I believe you that they are at will.



1 That I do know.

2 UNIDENTIFIED VOICE: No, but I think that it
3 all ties in with what I just --

4 MS. MAZANEC: We have one at will position and
5 one that would be considered an at will incumbent position.

6 MS. GOFF: Okay. Thank you.

7 MADAM CHAIR: Thank you. Ms. Cordial, would
8 you call the roll please?

9 MS. CORDIAL: Board member Durham.

10 MR. DURHAM: Yes.

11 MS. CORDIAL: Board member Flores.

12 MS. FLORES: Yes.

13 MS. CORDIAL: Board member Goff.

14 MS. GOFF: Yes.

15 MS. CORDIAL: Board member Mazanec.

16 MS. MAZANEC: Yes.

17 MS. CORDIAL: Board member McClellan.

18 MS. McCLELLAN: Yes.

19 MS. CORDIAL: Board member Rankin.

20 MS. RANKIN: Yes.

21 MS. CORDIAL: Board member Schroeder.

22 MADAM CHAIR: Yes.

23 MS. CORDIAL: Thank you.

24 MADAM CHAIR: Thank you very much.

25 (Indiscernible). Thanks for coming.



1 UNIDENTIFIED VOICE: Thank you.

2 MADAM CHAIR: Ms. Emm. thank you for months
3 and months and months of work. How many months? Nine months.

4 MS. EMM: Many months. A lot.

5 MADAM CHAIR: Oh, nine months, That's a little
6 scary there.

7 UNIDENTIFIED VOICE: It's almost like having a
8 baby.

9 MADAM CHAIR: We just did. Painful too.

10 UNIDENTIFIED VOICE: Thank you.

11 UNIDENTIFIED VOICE: Thank you

12 MADAM CHAIR: So, we --

13 MR. DURHAM: Thank you.

14 UNIDENTIFIED VOICE: Thanks.

15 MADAM CHAIR: -- have missed the time for
16 public participation. But we had no one sign up. And so that
17 was helpful. So, the next item on the agenda is update from
18 Commissioner Anthes.

19 MS. ANTHES: Yes, thank you, Madam Chair. Mine
20 will be very brief because actually we had a late October
21 board meeting. And so there hasn't been a lot of time that
22 has passed since we were last together. But just a quick few
23 updates, we did release, as you all know, we kept you up-to-
24 date via email.

25 We released our preliminary accountability



1 frameworks that went fairly smoothly. It just had our normal
2 set of questions from, from districts and questions about
3 the request to reconsider process. But we did have a number
4 of superintendents tell us that they were pleased with the
5 way the roll-out went just because there's been some added
6 questions recently about sort of what's public and what's
7 not and we've worked really hard to be thoughtful and
8 careful about the messaging, around preliminary frameworks,
9 and, and that sort of thing.

10 So -- so we think based on how, how that
11 could have gone, that we- it went fairly well, and we're now
12 in the process of working with superintendents and districts
13 on the next set of processes, which is the request to
14 reconsider process if they feel that it's necessary. With
15 the beginning of the school year, you know that schools and
16 districts, that you heard from last spring, that were on the
17 turnaround clock, are jumping fully into the implementation
18 of the turnaround plans that you approved and directed.

19 Based on the preliminary framework results,
20 we have already seen some progress. We've seen three schools
21 that have moved up that were, that were in your hearings.
22 So, let me just make sure I have those right. Franklin
23 Middle School in Greeley moved up, Peakview and Huerfano
24 moved up, and Destinations Academy in Julesburg moved up.

25 DR. ANTHEAS: So, and then Julesburg as a



1 district moved out as well. So, we are looking forward to
2 seeing and following the progress of the other schools and
3 districts as they improve as well. And additionally, just to
4 alleviate any confusion, you will hear from Pueblo today.

5 They have two innovation plans coming before
6 you and this was part of their complete turnaround package
7 that they have presented to you. So they're presenting the
8 Heroes K through 8, and the best summer innovation plan
9 today. So that's related to that full turnaround package
10 that you all had directed. So, they'll be coming forward
11 today on that.

12 I do want to let you know, you know that you
13 were all invited to the Colorado Commission on Higher
14 Education master plan released last night. Board member
15 Schroeder and I went to that and we promised that we would
16 give you, you know, we would bring back all of their
17 materials.

18 And so, I'm passing out the -- the Colorado
19 commission on higher education master plan to you. And I
20 think the event went fine. It was it was pretty quick but
21 you'll also see there's an executive summary within your
22 packet that just highlights the four main goals that they
23 have which is: increased credential completion of race
24 equity gaps, improved student success and invest in
25 affordability and innovation. And that's about that higher



1 education level.

2 So, the Colorado Department of Education does
3 work in partnership with Colorado. What did I say? The
4 Colorado Department of Education, us. We work closely with
5 the Colorado Department of Higher Education in trying to
6 make sure that these systems are lined up and that we're in
7 tandem together.

8 So, I think that went well and as you go
9 through that, please let us know. The executive director of
10 the Colorado Department of Higher Education has offered to
11 come before you and present this information if you would
12 like. The Lieutenant Governor, Joe Garcia used to do that on
13 behalf of the Department of Higher Education.

14 Now we have Dr. Kim Hunter Reed that leads
15 this agency and she would be happy to do that if you wanted
16 more details on that. So, with that, I think those are --
17 those are the main pieces I think at some point I probably
18 will give you since we're running a little behind today, at
19 some point I will give you an update on the business
20 Experiential Learning Commission.

21 The Bell commission work and some of the work
22 we are dealing with career wise and other agencies to offer
23 three year apprenticeships to districts. And that really is
24 aligning what students are doing in the classroom with
25 careers and really putting more relevancy and engagement for



1 high school students into connecting to careers and actually
2 being able to be in the work place for 16 to 24 hours a week
3 while that is aligned with their coursework and we have
4 found some of the pilots that are going.

5 We've found much greater engagement with
6 students. Students find relevancy and connecting their
7 coursework to real world work experience and see increases
8 in attendance from students, graduation rates from students
9 and credential and college attainment.

10 So, that's something that's, sort of,
11 connected to this master plan around making those
12 transitions seamless for students and we can give you some
13 more, you know, more detailed update on that but we did have
14 a meeting where we were updated on that work last week. So,
15 just wanted to highlight that, and with that I think I'll
16 complete my report.

17 MADAM CHAIR: Thank you, Commissioner. Any
18 questions? Ms. Goff.

19 MS. GOFF: Sorry, Dr. Anthes, I missed it. Did
20 you say it. This is the career wise, the apprenticeships
21 were happening in Florida?

22 DR. ANTHERS: Oh no, no. They're happening here
23 in Colorado. Sorry.

24 MS. GOFF: Good. And there are examples where
25 there are. Yeah. Are they available for us to look at



1 somewhere now?

2 DR. ANTHES: Yeah. I think we can find some. I
3 don't know if we have anything written that they're brand
4 new in terms of piloting. So, but we have some literature on
5 the internships and ability are and what some districts are
6 doing. I know Denver is one of our strongest participants in
7 that program.

8 MADAM CHAIR: PBS did a feature on the pilot
9 that Noel -- what's his last name?

10 DR. ANTHES: Ginsburg.

11 MADAM CHAIR: Noel Ginsburg started with some
12 Colorado students, and I don't know if we can get a link to
13 that. Yeah it was pretty detailed and had some examples of
14 some of the kids that I had just happened to catch up with
15 the concern. It might have been in the news, but I'm not
16 sure that it was about a five minute feature.

17 MS. GOFF: Okay. Thanks.

18 MADAM CHAIR: Any other questions? All right
19 our next item is a resolution in recognition of the Leanne
20 Emm. Come on. Come on down. Board member Rankin, would you
21 like to make a motion and read Ms. Emm's resolution?

22 MS. RANKIN: I move to adopt the following
23 resolution. Resolution recognizing the contribution Leanne
24 Emm has made to education in Colorado. In honor of Deputy
25 Commissioner of school finance and operations Leanne Emm,



1 upon the occasion of her final meeting with the Colorado
2 Board of Education, On September 13th, 2017. Whereas,
3 Deputy Commissioner of School Finance and Operations, Leanne
4 Emm, has been an invaluable member of the Colorado
5 Department of Education since she was appointed as Assistant
6 Commissioner of School Finance in 2011 and whereas, Ms. Emm
7 spent almost 14 years working for the Jefferson County
8 School District in the areas of budget and finance, as well
9 as being involved in the district's federal programs, pupil
10 council, debt issuance and system improvements. And whereas,
11 Ms. Emm's expertise, experience and clear-eyed understanding
12 of the complicated world of school finance allowed her to
13 easily explain the intricacies to the State Board of
14 Education and state legislators, CTE employees and the
15 general public. And whereas, Ms. Emm is a fourth generation
16 Coloradan whose passion for educators, CDE staff, and
17 Colorado's children gave her a greater understanding of how
18 the state's money issues played out in classrooms and
19 boardrooms across the state. And whereas, Ms. Emm will soon
20 be rollicking down the Colorado River on an epic raft trip
21 through the Grand Canyon, that makes us all jealous. Now,
22 therefore, be it resolved the Colorado State Board of
23 Education formally recognizes, honors and thanks Deputy
24 Commissioner of School Finance and Operations Leanne Emm,
25 for her years of public service, her commitment to the



1 education of children of Colorado and her steady and astute
2 handle on complex school finance issues.

3 (Applause)

4 MADAM CHAIR: So, we have a little gift for
5 you which I cannot present because I can't get out of here,
6 but Ms. Cordial, we're going to you.

7 UNIDENTIFIED VOICE: Thank you.

8 MS. EMM: Oh, thank you so much.

9 MADAM CHAIR: Well, I don't know, that might
10 be (indiscernible).

11 MS. CORDIAL: There will be more from the
12 staff later, but this is just on the occasion of your last
13 board meeting.

14 MS. EMM: Oh, thank -- is this a cracker?
15 Thank you so much. This -- this means a tremendous amount to
16 me and I have thoroughly enjoyed working at the state level
17 and have learned such incredible things from everyone that I
18 came in touch with. And when I started -- when I started, I
19 -- the job description didn't necessarily talk about all of
20 the different things and so, every day there would be
21 something coming out of somewhere. I had no idea we would be
22 sued so many times or I would have to testify in court or
23 anything and -- but my favorite part has been attempting to
24 communicate in a fashion and boil issues down so that people
25 can understand them and be able to communicate about them



1 and tell their neighbors, tell their -- tell a school board
2 member to understand the impact that the -- the -- the state
3 is having on the budget and things like that.

4 So, that's been my favorite part and I hope
5 that I have helped people do that. And I love trying to help
6 figure out problems and help people identify solutions to
7 problems. And I have had an amazing opportunity to do that
8 with so many great people. And the department is in a
9 wonderful space to move forward. Commissioner Anthes; good
10 choice. And she's got great people around her. And thank
11 you very much for the resolution and being able to let me
12 shine where I like to.

13 (Applause).

14 Ms. EMM: Thank you. I'm not going to open
15 these right now.

16 UNIDENTIFIED VOICE: Madam Chair. Dana would
17 like to get a picture with all of you and Leanne if that
18 would be possible before we continue.

19 MADAM CHAIR: Yes, it would be possible.

20 UNIDENTIFIED VOICE: Okay.

21 MADAM CHAIR: We'll stumble out of here.

22 (Pause).

23 MADAM CHAIR: Next on our agenda is an update
24 2017 preliminary school district performance framework
25 results. Commissioner.



1 MS. ANTHES: Madam Chair, I'm going to turn
2 this over to Marie (Indiscernible) and Alyssa Pearson.

3 MS. PEARSON: Thank you. Marie got here in
4 time, so I was like, great, you get to come at the table and
5 answer any questions that come up.

6 So, today we just really wanted to give you
7 all a brief overview of the preliminary frameworks. What's
8 in the frameworks. Snapshot of the preliminary results. We
9 know that they will change the request reconsider process
10 and we'll talk through the timeline of that. How that works
11 a little bit more. So this is really just informational,
12 quick update but any questions you have, please let us know.

13 This slide is just a reminder for you of what
14 information goes into calculating the school district
15 performance framework. So, we've got those three major
16 indicators. The academic achievement, academic growth, and
17 post-secondary and workforce readiness.

18 You all in June of 2016- 2016 really
19 solidified the weights for the different indicators and how
20 much we want in each one to weigh. The data that goes into
21 each of them, with academic achievement. We're looking at
22 mean scale score overall for our students in a school
23 district and also by the segregated groups and English
24 language arts, math and science.

25 And then this year we have the evidence based



1 reading and writing and the math for the Colorado PSAT 10.
2 For growth, we're going to use the median student growth
3 percentiles overall again and for disaggregated groups in
4 English language arts and math.

5 This year we were able to calculate that
6 growth between the PSAT in tenth grade to the SAT in
7 eleventh grade and we look at that growth separately for the
8 evidence based reading and writing and then the math. So, we
9 looked at both of those.

10 Usually, we have access growth, English
11 language proficiency growth. We're working on some
12 challenges with the assessment right now. It's not available
13 in what went out in the preliminary frameworks for 2017. In
14 terms of post-secondary workforce readiness data, remember,
15 that's graduation rate again overall and for disaggregated
16 group. It's the dropout rate. It's the mean scale score in
17 the SAT now that we've moved to the SAT and we look at that
18 again by the evidence-based reading and writing and math and
19 then the matriculation rate.

20 That matriculation rate was added in
21 legislation and I believe in 2015 and that would be part of
22 our accountability system. And then you can see the weights
23 on the right of where you directed us back in June of 2016
24 of how to weigh those different indicators. This slide is
25 another reminder of what the ratings are that each school



1 district gets in terms of the preliminary frameworks.

2 So, schools have four main plan types.

3 Performance, improvement, priority improvement and
4 turnaround. We also have a very few number of schools that
5 get insufficient state data because they have a small tested
6 population, meaning that the number of students enrolled in
7 that school just isn't enough to be able to publicly report.

8 And then last year, we also added that
9 insufficient state data low participation for schools where
10 they would have had enough students but because the
11 participation rates we can't- we don't have enough data to
12 put up publicly. District accreditations are very similar,
13 but districts there's a level of distinction in districts
14 that we don't have for schools.

15 In addition, we added some descriptors to the
16 ratings last year. We wanted to make sure that that
17 information was as transparent as possible, what people knew
18 that they were looking at. Based on the board's
19 recommendation, this year we added that meets 95 percent
20 participation to the ratings, so people know if the
21 participation rate in all or all but one content area is
22 that 95 percent that's very clearly labeled for schools and
23 districts that have participation below 95 percent in two or
24 more two or more content areas.

25 They have that low participation descriptor.



1 It's just describing the rating, it doesn't have any impact
2 on what the reading is. It's just letting people know what
3 the data is or isn't that's available. And finally, we have
4 some schools and districts where the board policies and
5 ratings are decreased due to participation. If a school
6 district is not making the 95 percent participation rate,
7 once we remove parent excusals, so they're not held
8 accountable for the parent excusals in two or more content
9 areas.

10 And we'll get into the numbers of what that
11 looks like and the preliminary ratings. So these are the
12 preliminary district readings.

13 Again, this will change but we wanted to kind
14 of give you a sense of where things are at with the
15 preliminary ratings. Compared to the preliminary ratings in
16 2016, we've increased up to 25 districts and a distinction
17 and we also have an increase in the number that are
18 accredited.

19 We've decreased the number that are
20 accredited with improve with improvement and priority
21 improvement and turnaround from the preliminary ratings in
22 2016. So, that just means, overall, we're seeing an upward
23 trend in the district overall performance based on the
24 preliminary ratings.

25 We also are seeing fewer districts with the



1 insufficient data ratings. Any of those because of low
2 participation or small tested population and what we had
3 initially in 2017 as well. So, it's a good story.

4 UNIDENTIFIED VOICE: Excuse me but this --
5 this chart is not telling us that there's and increase or
6 decrease.

7 MS. PEARSON: That -- it does not have it on
8 that chart. I can give you the actual numbers. Sure,
9 absolutely.

10 UNIDENTIFIED VOICE: We want to know which
11 ones were increased, which ones were decreased.

12 MS. PEARSON: Do you want to know the actual
13 districts?

14 UNIDENTIFIED VOICE: Does the color?

15 MS. PEARSON: No. The color is just the
16 overall rating. So, this is where we are in 2017 with the
17 preliminary ratings. There's 25 districts preliminarily
18 accredited with distinction in 20.

19 UNIDENTIFIED VOICE: With a higher number than
20 in the past.

21 MS. PEARSON: It's the higher number that's in
22 the past and in the data file that you got on August 30th
23 it's also posted on the website. It's got the longitudinal
24 ratings for districts so you can see your individual
25 districts if you want to look up individual ones and I can



1 show you all-

2 UNIDENTIFIED VOICE: This is total.

3 MADAM CHAIR: This is total. This is total
4 overall. But in that data file, we can filter by your
5 congressional districts. We can just pull up for you all,
6 individually, who your districts are if that's helpful for
7 you.

8 UNIDENTIFIED VOICE: I'm- I'm interested
9 overall.

10 MS. PEARSON: Okay. And that's all in there
11 too.

12 UNIDENTIFIED VOICE: I'm sure people are
13 interested that suddenly we have an increase in the number
14 of districts that are rated- accredited with --

15 UNIDENTIFIED VOICE: Distinction.

16 MADAM CHAIR: Absolutely. Yeah. And again,
17 like we --

18 UNIDENTIFIED VOICE: You can send that to them
19 in an email.

20 MADAM CHAIR: It's 400 pages of the struggle.

21 UNIDENTIFIED VOICE: No, no, no. I just mean
22 this.

23 MADAM CHAIR: Oh, this one.

24 UNIDENTIFIED VOICE: Whether it's an increase.

25 MADAM CHAIR: You just want to see the 2016



1 data compared to it. Absolutely.

2 UNIDENTIFIED VOICE: No, I don't want to see
3 the data. You just show me if this was an increase or
4 decrease.

5 MADAM CHAIR: Sure, we can summari -- I've got
6 all my notes. I'll take them up and send it to you. Okay. No
7 problem.

8 UNIDENTIFIED VOICE: Oh, I see. Oh, good. May
9 I --

10 UNIDENTIFIED VOICE: That's a great idea.

11 MS. GOFF: Hello. I need a --

12 MADAM CHAIR: Board Member Goff?

13 MS. GOFF: Are -- forgive me if this is making
14 you repeat something. Just the -- just the example of
15 Accredited with Distinction, 25 Districts. Cannot -- cannot
16 a district be accredited with distinction, but they have a
17 low participation issue? Does this total number include all
18 of those districts?

19 MS. PEARSON: Yes, that's a great question and
20 we haven't answered it today at all. So the Accredited with
21 Distinction includes any district that would be Accredited
22 with Distinction Meets the 95 percent Participation, and the
23 ones that are Accredited with Distinction with Low
24 Participation. And it's got both of those included in that
25 number. And we can break that down for you all, if you would



1 like to see the differences.

2 MS. GOFF: Yeah, I think probably to be open
3 as possible with communities, regardless if it, just to be
4 able to show that two columns. And then is there any spot in
5 here where we show the difference from last year to this in
6 those categories as well? Like how, you know, how many
7 districts are, were either accredited or with distinction,
8 however deep you want to go, non participa -- because of low
9 participation versus not low participation? So, was it
10 clean, excuse me, my voice is crazy, a clean achievement of
11 distinction on all --

12 MS. PEARSON: Between, yes, we can, I'll give
13 you a summary about all that.

14 MS. GOFF: And two columns, '16, '17.

15 MS. PEARSON: Okay.

16 MS. GOFF: I'd say percentage even would
17 suffice.

18 MS. PEARSON: Okay. Yeah.

19 UNIDENTIFIED VOICE: Could you give me the one
20 for 2016?

21 MS. PEARSON: Yeah, the data file you has --
22 have -- you all have, and that's public, shows the 2016, it
23 shows all the historical ratings including 2016 and 2017.
24 But we can do a summary for you. Just the caveat of, this is
25 all preliminary still, and you know that there will be



1 changes to it, so.

2 MS. GOFF: Well, particularly, I would, I
3 would value it highly either way, but particularly when we
4 get to the final.

5 MS. PEARSON: Yes, absolutely.

6 MS. GOFF: And after even reconsideration and
7 everything.

8 MS. PEARSON: Okay.

9 MS. GOFF: I just don't want you all to have
10 to provide something that's already there and we
11 occasionally-

12 MS. PEARSON: We can summarize what you --
13 because it's a lot of data, it's a lot of pages of data and
14 so we can summarize that up for you.

15 MS. GOFF: Thank you so much.

16 MS. PEARSON: Yes, I know, it's a lot to dig
17 through. Okay, thank you. This slide shows, based again on
18 the preliminary ratings, kind of, where we're at with the
19 descriptors.

20 So almost half of our districts are at the
21 Meet 95 percent Participation, Not Quite. We've got 81
22 districts at Low Participation and 13 on the Preliminary
23 Frameworks that were decreased due to participation.

24 I think you all remember last year, we still
25 we had some coding challenges with CMS in making sure parent



1 excusals were coded all, exactly the way people intended to
2 code them.

3 Our staff across the department in IMS
4 assessment and accountability did a tremendous amount of
5 work this year understanding the systems that led to that
6 confusion last year, improving on it, and reaching out to
7 districts during that time to be able to make sure the
8 coding was accurate.

9 So the CMS coding looked really, really solid
10 this year. We're still learning the PSAT and SAT systems as
11 well as the district, so we had more challenges there. We're
12 going to do that same process of improving coding and
13 communication and all of that this year, so hopefully next
14 year will be clean on all of our assessments.

15 So just know that we're pretty sure some of
16 those decrease to the participation, 13 districts that were
17 lower, some of those will probably change just as we dig in
18 and make sure we understand all the coding around PSAT and
19 SAT and getting that all 100 percent right. It's not on the
20 slide but compared to 2016, this is an improvement.

21 We have, this is different, more districts
22 are meeting the 95 percent participation than what we had
23 last year, at least in the preliminary frameworks.

24 MADAM CHAIR: Yeah. Could you just remind me
25 how we go from 178 districts to 184 and 183?



1 MS. PEARSON: Yes. We have both these charter
2 school institutes that are running schools, so they get
3 treated as a district because they run schools. And that's
4 what makes a difference. Again, based on the preliminary
5 results for districts, this is where we're at with the
6 number of districts on the clock in the various years.

7 So over 95 percent of our districts are not
8 on the accountability clock, not earning a priority
9 improvement or turnaround rating. We have 11 districts
10 preliminarily that are on Year One. Five of those were on
11 because they were decreased due to participation, so some of
12 that will change over time again or it may change over time
13 as we make sure the coding was all done correctly.

14 We've got two districts on Year Two, four
15 districts on Year Seven. So of the five that you heard
16 about, heard from last year, four of them have moved on one
17 more year. And then you all had one district that, we had
18 one district, that was at Year Five last year, could have
19 moved onto Year Six, that would have been in front of you,
20 that was Aurora Public Schools.

21 They earned an improvement rating on the
22 preliminary frameworks and it moved off. So as you see here,
23 you don't have districts coming, kind of, through the, that,
24 kind of, accountability clock, clock pipeline for a while,
25 because there's nobody knew that is in the Year Five, Six



1 kind of range.

2 This is the preliminary information for the
3 schools and this all will change. About 64 percent of our
4 schools are at Performance, 17.2 on Improvement, and then
5 you'll see the 6.3 at Priority Improvement, and the 2.6 at
6 Turnaround.

7 That includes all the ones that were maybe
8 decreased due to participation and all that, so we can again
9 give you the more nuanced look at where they all are and why
10 they're at that rating. This is, kind of, higher level
11 picture for you.

12 Compared to the preliminary information in
13 2016, we have more schools on Performance and more on
14 Priority Improvement. We have fewer on Improvement and fewer
15 on Turnarounds. So it's an interesting stair to step on.

16 I'll summarize that up when we summarize the
17 change in the district too for you all. Last year on the
18 preliminary ratings, we had 105 schools that were
19 Insufficient State Data. This year, we're at 51.

20 So that's a number of things, when its
21 people, probably some higher participation rates in places,
22 it's using a multi-year framework because now we have
23 multiple years of data that we can really look at. But
24 that's about, you know, decreased it by half than the
25 schools that we now have data for that we didn't last year.



1 So that was, that's a, to me, a good sign that we've got
2 more information that we can look at.

3 MS. FLORES: May I just ask a question?

4 MADAM CHAIR: Board Member Flores.

5 MS. FLORES: Thank you. I'm sorry, Chairman.

6 We had 16 schools on, that's in page eight, that closed?
7 Schools that closed?

8 UNIDENTIFIED VOICE: Yes.

9 MS. FLORES: Where were those schools?

10 UNIDENTIFIED VOICE: I can get you the list of
11 schools that the districts closed this year.

12 MS. FLORES: Was there a district that had
13 more than others?

14 UNIDENTIFIED VOICE: I don't know that off the
15 top of my head. We'll get that for you. We can call it at
16 the end of the presentation.

17 MS. FLORES: Thank you.

18 UNIDENTIFIED VOICE: No problem. That actually
19 was fewer than the year before that.

20 MR. DURHAM: Yeah, Madam Chair.

21 MADAM CHAIR: Board member Durham.

22 MR. DURHAM: Just, you know, with, in terms of
23 low participation off top of your head, would you guess how
24 many of those are you within, say 10 points would make an 85
25 percent with the, with the vast number of schools and



1 districts, least mid, mid 85?

2 So, when you're talking about low
3 participation. I assure you're talking about really low. You
4 know what I'm talking?

5 UNIDENTIFIED VOICE: That's a, that I don't
6 know it off the top of my head. That's a great question and
7 we can look it up today and get that for you.

8 MR. DURHAM: Given some of our other
9 deliberations coming up --

10 UNIDENTIFIED VOICE: Yeah.

11 MR. DURHAM: -- it may be helpful to know --

12 UNIDENTIFIED VOICE: Absolutely.

13 MR. DURHAM: -- kind of, you know, how many
14 are within striking distance.

15 UNIDENTIFIED VOICE: Yeah, I can get that.
16 We'll have that before we talk this afternoon.

17 And speaking of low participation, looking at
18 school level again, preliminary again, we're, we're working
19 on some of coding. We had about 65 percent of our schools
20 meeting the 95 percent participation, 31.5 that had low
21 participation and 3.5 percent decrease due to participation.
22 And that decreased due to participation probably will be the
23 most likely to change in the request to reconsider our
24 process.

25 Again, that's an improvement from where we



1 were in 2016. In 2016, we had about 61 percent of our
2 schools meeting the 95 percent participation. So, this year,
3 we've got more schools meeting that. This is again super
4 early preliminary summary of schools on the clock and where
5 they might be.

6 Our alternative education campus schools are
7 not in this data file. We are finalizing their ratings
8 because, you know, they have a separate school performance
9 framework. It's much more personalized. It takes a lot
10 longer. So those are almost done, but so those results
11 aren't in this table. But, we've got, again, 91 percent of
12 our schools that are not on the clock.

13 And you can see the, the numbers in the
14 various years. Every year, we have kind of around 100 that
15 come on the clock for the first time. It usually decreases
16 about by half before the next year. So, we're very similar
17 to our numbers in the past years. The year seventh, there's
18 a nine there.

19 So, 12 of the 12 that you heard from last
20 year, nine are still at that. Come over then. No- nobody new
21 can go into that category because they would have had to
22 work their way through.

23 UNIDENTIFIED VOICE: They have grown into year
24 six.

25 UNIDENTIFIED VOICE: And then -- and that



1 number at year six, and we'll talk about this in a few
2 slides. There's two there.

3 Again, this does not include the alternative
4 education campuses. So, on that potential, there's actually
5 four alternative education campuses that are potential to be
6 at your six. So, we'll know more on that in a little bit.

7 So where we're at now and why this is
8 preliminary, is because we do the request reconsider process
9 and where one of the few states in the country that has such
10 kind of a robust system. It's really an opportunity for
11 schools and districts to provide additional information to
12 the state.

13 You know, we know we want to look
14 consistently at performance across the state, but there's
15 always contextual issues going on or things to look at, K-3
16 schools, for example, kindergarten through third grade.

17 All we have in terms of state data, from what
18 I showed you, we look at in the frameworks is third grade
19 achievement. So, we don't have any growth data in those
20 schools. We don't have anything K-2. So, the, it, those kind
21 of situations, we want to make sure if local communities
22 have and local districts have more information on the
23 performance, that they can put that forward, especially if
24 our limited third grade achievement lines is getting it
25 wrong.



1 We're not getting the whole picture. So we
2 have a whole set of conditions and criteria for review. We
3 sent you all follow up from the August board meeting, kind
4 of a one page, or front and back, that summarizes the
5 request to reconsider process and an attachment to the whole
6 guidance.

7 So I won't go into all of that today. But if
8 you have questions, please feel free to let, let us know and
9 we're happy to talk about it. This is the long list of
10 things that we look at, three requests to reconsider. The
11 majority of our requests are really around body of the
12 evidence. So, those schools that all the, you know, whose
13 grade levels aren't covered in the state assessment and
14 growth system, can put forward additional evidence about
15 performance. And then the participation has been another one
16 that we've used a lot the last, last year and probably will
17 come to some degree, not as much as last year, in the
18 request process this year.

19 So, the timeline for the requests, the
20 preliminary frameworks went out to districts on August 25th.
21 Then, those got posted publicly, the summary data on August
22 30th. Schools and districts can submit drafts of their
23 request to reconsider because we want to be able to give
24 them technical assistance.

25 We'd have office hours and our staff been on



1 the phone with them and have been before the framework's
2 even- have even come out, helping them through what their
3 data could look like and what kind of grounds for request
4 there are.

5 If they would like to submit a formal draft
6 for us to review and get real formal feedback from us, they
7 can do that. Let's do this Friday, and then we'll get
8 feedback to them by early October so then they can revise.
9 Just with the timelines, once they submit mid-October, we
10 don't have time to go back and forth with the districts at
11 that point to ask or clarifying questions or anything like
12 that.

13 So, that's why we've added that draft
14 process, so they have an opportunity to get feedback ahead
15 of time on it. And then in November at the November State
16 Board Meeting, the commissioner will present the district
17 accreditation ratings. She's responsible for accrediting the
18 districts. You all vote on the school plan types in
19 December.

20 So, we'll bring you recommendations based on
21 all the requests to reconsiders and what the frameworks
22 initially came out with. And then, you all will vote on Dec-
23 in December about that. So, that's kind of what we have in
24 the months ahead.

25 MS. MAZANEC: Madam Chair.



1 MADAM CHAIR: Board Member Mazanec.

2 MS. MAZANEC: Yes.

3 MADAM CHAIR: Yes, go.

4 MS. MAZANEC: Can I just ask about in the
5 request to reconsider process? Remind me of the body of
6 evidence. What you couldn't consider?

7 UNIDENTIFIED VOICE: So -- so think about that
8 K-3 school example. We have -- on our website, there is
9 Excel templates that say for all the READ Act assessments in
10 the state. So, we know in a, a K-3 school, they're giving
11 the READ Act. They have selected one of the READ Act
12 assessments, and they're giving that. There's templates so
13 they can put forward their information from their READ Act
14 assessment if they still choose and say, "Look, we want you
15 to consider this information as well." And it'll show
16 achievement measures as well as growth measures on that READ
17 Act assessment that they put in.

18 So they're enter in their data, and then
19 there's kind of cut points in there based on, we work with
20 the vendors and try and get some norms about meeting state
21 expectations or not. And so, it will give us an indication
22 of in kindergarten, how students are doing on that
23 assessment, first grade, second grade, third grade, both in
24 terms of their achievement and their growth. And then, that
25 gets looked at.



1 So for a K-3 school, we know only one grade
2 out of K-1, 2, 3, out of 4 we have data on as a state. So
3 then, we look at that K-1, 2 data and kind of weigh that in,
4 in relationship to the fact that we only have third grade
5 data for that.

6 MS. MAZANEC: So does it have to be a state
7 assessment, or, or do you, do you consider other assessments
8 like MAPs or --

9 UNIDENTIFIED VOICE: We do. We have template
10 for MAP, and for Acuity, and for Scantron, and what else am
11 I forgetting?

12 UNIDENTIFIED VOICE: Galileo, Star.

13 UNIDENTIFIED VOICE: Okay. We've asked the
14 districts like what are the -- what are the locally selected
15 assessments they're using that they'd like to have us
16 consider. And so, we have the ones that are the most
17 popular. We always say, if there's another assessment you
18 want us to review, please let us know.

19 MS. MAZANEC: Okay. Thanks.

20 UNIDENTIFIED VOICE: You're welcome.

21 UNIDENTIFIED VOICE: And then just a quick
22 connect to the Accountability Clock. As the commissioner
23 mentioned in her comments, we have one district and three
24 schools that you all heard from last year that, based on the
25 preliminary ratings, are no longer on the Accountability



1 Clock.

2 Aurora Public Schools earned an accredited
3 with improvement plan rating based on the preliminary
4 framework, so they're not coming into year six, you know?
5 They've been working for years, and now they kind of hit
6 that mark and bumped over.

7 In terms of potential new schools or
8 districts entering year six, you don't have any districts
9 but there's six potential schools. So there's the two
10 traditional schools and potentially four alternative
11 education campuses.

12 So we'll know more on that in the coming
13 weeks, and then we'll know if they go through to decide to
14 go through their request reconsider process or not. But at
15 most, six and that's a lot different than what you had last
16 year.

17 So you won't have quite the same time
18 commitment that we had this year. But we will be continuing
19 to do a progress monitoring for schools and districts that
20 are entering year seven, and that's nine districts and four
21 schools.

22 So you'll hear from us on that throughout the
23 year. And then finally, there just some resources available.
24 If it's helpful for you or if you get questions and want to
25 send things on, our communication team has done a tremendous



1 amount of work helping us get clear materials, talk about
2 hard thing to translate all the details of accountability,
3 but they've helped us tremendously do that.

4 So they've got -- we've got an explainer that
5 kind of talks about the ratings. We've got a document that
6 shows the updates that were made in 2017, we have annotated
7 reports, we have a request to reconsider our guidance, and I
8 just kept this link for office hours just in case anybody
9 pulls this website.

10 We're just trying to make sure districts know
11 they can find out for individual office hours with our
12 staffs so they can talk through their individual performance
13 and what they've seen in their frameworks, if they have
14 questions about requests to reconsider or just even what the
15 data is saying and where they might want to go next. So,
16 that's where we're at with that.

17 MADAM CHAIR: Question, folks? Board member
18 Rankin.

19 MS. RANKIN: I just have a statement to make.
20 First of all, thank you for the work that you do. But while
21 we've been here today, I received a call from one of my
22 superintendents, it was prior to your presentation, and he
23 invited me to a celebration because they moved up one step
24 on the performance framework.

25 UNIDENTIFIED VOICE: Awesome. That's great.



1 MS. RANKIN: I thought that I just share
2 there's some good news in all this.

3 UNIDENTIFIED VOICE: That's some really good
4 news.

5 MS. RANKIN: And it was not from a turnaround,
6 though.

7 UNIDENTIFIED VOICE: Yeah.

8 MS. RANKIN: It was higher from improvement to
9 performance.

10 UNIDENTIFIED VOICE: Yeah. That's --

11 MS. RANKIN: When some people move up, they
12 all move up.

13 UNIDENTIFIED VOICE: Yeah.

14 MS. RANKIN: So, I -- I -- I think this is
15 great thing. Thank you very much.

16 UNIDENTIFIED VOICE: Well, thank you. And I
17 have talked to superintendents, you're going to go visit
18 their districts, who also had schools move up and is so
19 excited. And so, I think your recognition of that work means
20 a lot to them. So, thank you.

21 UNIDENTIFIED VOICE: That's great.

22 MADAM CHAIR: Board member Flores.

23 MS. FLORES: Yes. Thank you. I was very
24 concerned to -- to hear on the news that our gap is getting
25 larger, our minority gap, and we're going to have to



1 definitely have a plan for that.

2 So, because I can't- they can't just continue
3 on, and I just needed to make that comment. Now we need to
4 plan for how we're going to change that.

5 UNIDENTIFIED VOICE: Yeah. Thank you. No other
6 questions?

7 MS. GOFF: Well.

8 MADAM CHAIR: Board member Goff.

9 MS. GOFF: I was going to save this for my
10 board report, but I'm going to just pick up what Joyce just
11 said. There are -- when you -- I think we will -- we do --
12 you all do, but take note of where the little step by steps
13 are and it's all relative as well. I mean, it may sound like
14 one small mention in the news of the day, but it's a huge,
15 huge thing for an entire school and that community to notice
16 that something is already positively happening. I got
17 invited and it was a delightful experience. I went too, as a
18 middle school, in Adams 14, which is one of our, you know,
19 our --

20 MADAM CHAIR: Our turnaround district?

21 MS. GOFF: -- key priority of places this
22 year. And one school and there is -- there are good signs
23 that more will fall into going from either priority
24 improvement, well, yes, to improvement or performance in
25 this particular. In a middle school, I -- I see it being



1 prettier. It's got a special take on it when it happens in a
2 middle school, and the whole community is there to
3 celebrate. But Kearney Middle School, who went from priority
4 improvement to performance and like that.

5 And so what they've been doing all along, as
6 far as hard work, and consistency, and persistency, and
7 determination, is starting to pay off. And the district is
8 looking at a couple more, hopefully more, schools that will
9 be moving up in the final rating.

10 So, it does work, it does happen, and the
11 goal is to keep everybody committed and motivated on their
12 own plans for their own purposes. So it's -- it's exciting,
13 and thank you and to some of our staff members that aren't
14 here that have been working really hard with all of these
15 districts all at one.

16 MADAM CHAIR: So, this does provide an
17 opportunity as you'd review your field services programs to
18 start looking at the growth that some of these schools have
19 made and how you've been able to help as we continue to
20 encourage more people to contact you all. I'm not sure
21 that's your favorite thing, but that is one of the things
22 I've been doing when I've been asked questions. It's
23 encouraging them to call you to get some help. Board member
24 Flores.

25 MS. FLORES: Thank you. One of the things you



1 did for us last year, and this is not to put more work on
2 you, but kind of it is- is a final, I guess, report for
3 after, I guess, your decision on what the rating will be for
4 districts. I know that last year, you gave us a concise for
5 each, for congressional district 1 and such, and I really
6 appreciated that and I would- I would appreciate having that
7 this year as well.

8 UNIDENTIFIED VOICE: Sure.

9 MS. FLORES: Thank you.

10 MADAM CHAIR: Board member McClellan.

11 MS. MCCLELLAN: I'm just wondering. Thank you
12 so much for this report and for the good news on the
13 progress that's being made.

14 I'm particularly happy to see Aurora Public
15 Schools enjoying some progress and some success, and it
16 occurs to me that, as I think about celebrating their
17 success, for example, on social media, I want to make sure
18 that I don't forget any schools and districts that are
19 within congressional district 6.

20 UNIDENTIFIED VOICE: Yeah.

21 MS. MCCLELLAN: Is it possible to have a list
22 that is congressional district specific so I don't commit a
23 full part? Or are they already broken now?

24 UNIDENTIFIED VOICE: Sure. So, I can show you
25 a new data file. We can do it for you. But in the data file,



1 there is a column and we can show you how to filter, but I
2 can also just give you a list of all the sixes if that would
3 be easier.

4 MS. MCCLELLAN: That would be great.

5 UNIDENTIFIED VOICE: Okay. Yes.

6 MADAM CHAIR: So, when you -- I've already got
7 one of those lists. When you look at the Charter Institute,
8 are you looking for schools that are within your
9 congressional district even though we don't -- as board
10 members, we don't usually hear from them?

11 UNIDENTIFIED VOICE: Yes.

12 MADAM CHAIR: Because we don't have a
13 relationship with the Charter Institute the way we have with
14 our school boards.

15 UNIDENTIFIED VOICE: Yeah. I believe the way
16 we have it listed out is where the school is located. So, if
17 the school is within your congressional district. So, on the
18 Charter School Institute, you'll see a whole bunch of
19 congressional districts listed --

20 MADAM CHAIR: Exactly.

21 UNIDENTIFIED VOICE: -- because everybody that
22 has a school, where that school authorizes the CSI is--

23 MADAM CHAIR: That's how I got my 15th --

24 UNIDENTIFIED VOICE: Yeah.

25 MADAM CHAIR: Okay.



1 UNIDENTIFIED VOICE: Yes. Yeah.

2 MS. MCCLELLAN: And in that file, you can also
3 filter by the Charter School flag, there's a yes -- no fight
4 for that if you wanted to remove those as well so you could
5 see only the schools that are actually served in your
6 congressional district by districts within your district.

7 MADAM CHAIR: That would be helpful because I
8 don't -- I actually don't know which ones- which schools are
9 in my congressional districts that are run by the -- by CSI.

10 UNIDENTIFIED VOICE: By the CSI. Okay. Yeah.

11 MADAM CHAIR: Because we have no -- up to now,
12 we've not ever had any kind of interaction as organized.

13 UNIDENTIFIED VOICE: Okay.

14 MADAM CHAIR: Great. Thank you.

15 UNIDENTIFIED VOICE: Maybe we can pull up data
16 files at lunch then.

17 MS. ANTHES: I think learning how to -- how to
18 deal with the filter would be huge for me, too.

19 UNIDENTIFIED VOICE: Okay. Yeah.

20 MADAM CHAIR: Quit asking so many questions.

21 UNIDENTIFIED VOICE: We'll.

22 MS. ANTHES: Okay.

23 MADAM CHAIR: Thank you very much. We
24 appreciate it.

25 UNIDENTIFIED VOICE: Thank you all.



1 MADAM CHAIR: We, of course, have been waiting
2 for this. So, it is time for lunch. I have to ask my
3 colleagues if there is -- are any concerns that you have
4 that would require us to go in the exec session?

5 Or instead, do we get to actually have a real
6 lunch where we chat and visit? All right. We are going to
7 have a lunch hour today. We'll resume at one o'clock. We
8 don't -- that's right. We don't know what to do with that.
9 Take a walk.

10 (Meeting adjourned for lunch)

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CERTIFICATE

I, Kimberly C. McCright, Certified Electronic Transcriber, for the State of Colorado, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 30th day of October, 2018.

/s/ Kimberly C. McCright
Kimberly C. McCright
Certified Vendor and Notary Public

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